This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

Usage guidelines

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

We also ask that you:

+ *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.

+ *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.

+ *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.

+ *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

About Google Book Search

Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at `http://books.google.com/`

UC-NRLF
$B 305 231

EDUCATION DEPT.

UNIV. OF

Riverside Educational Monographs

EDITED BY HENRY SUZZALLO

PROFESSOR OF THE PHILOSOPHY OF EDUCATION
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

VOLUNTEER HELP TO THE SCHOOLS

BY

ELLA LYMAN CABOT

MEMBER OF THE MASSACHUSETTS BOARD OF EDUCATION

HOUGHTON MIFFLIN COMPANY

BOSTON, NEW YORK AND CHICAGO

The Riverside Press Cambridge

UNIV. OF
CALIFORNIA

LB1029
V4C3

COPYRIGHT, 1914, BY ELLA LYMAN CABOT

ALL RIGHTS RESERVED

The Riverside Press
CAMBRIDGE . MASSACHUSETTS
U . S . A

CONTENTS

INTRODUCTION v

I. SOURCES OF OUTSIDE HELP TO THE PUBLIC SCHOOLS 1

II. VOLUNTEER SERVICE IN RELATION TO HEALTH 14

III. RECREATION UNDER GUIDANCE . . . 23

IV. THE ENJOYMENT OF ART 43

V. TRAINING FOR WORK 52

VI. TRAINING FOR CITIZENSHIP 75

VII. TRAINING FOR FAMILY TIES 85

VIII. NEW DEMANDS ON THE SCHOOLS . . 104

IX. THE SPHERE OF VOLUNTEER HELP . . 111

X. THE GUIDANCE OF VOLUNTEER HELPERS 121

OUTLINE 139

544280

INTRODUCTION

PUBLIC schools should be not only schools to which the children go with swinging steps and armfuls of books, but schools that the public continually loves and serves. It may serve through criticism and desire for revision; it must serve through inquiring love and through hands offering gifts and plans. What we love we serve, and no less truly what we serve we love the more. Service leaps to love and love to service. Therefore, it seems wise to gather together and to classify some of the varied types of volunteer help to our public schools, that out of the service already given more may grow. This study has two aims: to suggest to the amateur how to give help and to the teaching force how to receive and guide the gifts of the public. Superintendents and teachers, overburdened by the new social demands made upon the schools, may be helped by knowing some instances of typical and excellent work freely given by the public to the schools. Those lovers of education who want to help the schools wisely may gain by knowing where they can turn for

a survey of the best fields and methods for the amateur.

School men must necessarily be greater experts in education than amateurs; but he is expert who, among other things, is wise to catch from the lips and deeds of many men their contribution to his subject. The greatest expert is he who listens best and draws on the most varied and efficient sources of help in the community.

The busy superintendent must often long to post a sign outside his office door: "Peddlers and meddlers not allowed in this building." But he also knows that the newer forms of social education are galloping ahead with such speed that he cannot walk or run fast enough to keep up with them. He must welcome all considerate and well-balanced help from the public in regard to the social aspects of education.

It is difficult or, more strictly, impossible to define the exact meaning of the social aspects of education; for to define means to cut off, and as all education is ultimately social we cannot slice off a part and call it by the name of the whole. But the choice of volunteer helpers as to the ways in which they hope to serve the public schools is definite. Volunteer helpers of our public schools usually turn aside from the established subjects

of the curriculum to concern themselves largely with the health, recreation, and training for work of the school boys and girls, and with their development into faithful members of the family and the State.

There are, in addition, many instances of help from public-spirited citizens in securing larger appropriations and specific acts of legislation, but those efforts are in the main means to the ends named above.

A valuable contribution to the public schools has been given by the Russell Sage Foundation. It has published several important studies concerning phases of school life. *Medical Inspection of Schools*, by Luther H. Gulick, is well known; *Among School Gardens*, by M. Louise Greene, is a delightful tribute to the growing interest in gardening; *Wider Use of the School Plant*, by Clarence A. Perry, contributes useful information concerning social centers and vacation schools. The New York Bureau of Municipal Research has encouraged and guided the wide-reaching study of service to schools by Elsa Denison, published under the title, *Helping School Children*.

The efforts of the public to help the public schools are becoming more and more significant. Help from outside has been given to the public

schools for many years, probably since the very beginnings of education; but we meet now not only friends of a special school or teacher, but permanent organizations whose sole object it is to help schools; not only a gift or a bit of service from an amateur, but definite continuous help from experts in special lines, playground instructors, art museum directors, librarians, doctors, nurses, and vocational counselors.

I select a single example. The Public Education Association of the city of New York was granted its first charter in 1899. The persistent enthusiasm of its members is so great that after thirteen years of work it was ready in June, 1912, to undertake a program involving an expenditure for the year of $45,000. The single purpose of the Association is to rouse and sustain an intelligent interest in public education. For these ends it hopes to unite the best efforts of citizens with the work of the school authorities, so that the Department of Education will be intimate with and responsive to the needs of the community, and the citizens appreciative of the aims, problems, and means of public education.

The time has come when school boards, superintendents, and principals must deal definitely with the help offered by outside agencies. The

progressive superintendent will study the resources of his town as a part of his school problem. Normal-school pupils will be taught to think of the school in which they are to teach as a center with radiating lines reaching out toward libraries, museums, nursing associations, boards of trade, and women's clubs.

The young teacher is now often an untrained social worker. She sees in her pupils needs that she does not know how to supply, or she is blind to wants that are staring from their faces. She cannot work out alone the great problems of health, housing, physical need, lack of recreation, that are silently and incessantly undermining much of her best work. But here all about her, sometimes blazing with a clear flame, sometimes waiting for a spark to light smouldering embers, is public interest in the schools. Even the trying smoke of grumbling against the schools signals a possible flaming ardor to serve.

Public interest in the schools is valuable not merely as a help in relation to special needs. This keen interest is an arrow pointing down a long road ahead toward a closer relation between home and school. Whither are the new aims of education leading? Again and again it is said that the school is taking over, one after another, the re-

sponsibilities of the home. The statement is true. Training in the care of health, household art, vocational guidance, moral standards, and even the supplying of food at the midday meal have become a function of many schools. It is a somewhat startling outlook. Is the way out a way of retreat? Shall we exclude rigorously from the schools these newer and more intimate activities? I believe such a course to be both unwise and impracticable. The way out is a way of advance, not of retreat. The homes themselves must be drawn into closer and closer sympathy with the schools.

There was an intermediate time in public school history when the school, by force of the necessity to train children of foreign-born parents unadapted to American standards, took upon itself many of the responsibilities of the home. Our vision and the beginning of our practice have passed beyond that outlook. What we are facing and working toward in the last few years is not the withdrawal of the homes from responsibility, but a permeating intimacy of relationship between home and school that calls out the best in both. The threads of this intimate alliance began to twist together when the school first taught the children things that made the parents realize in

concrete ways the value of education. In the early beginnings of manual work, parents came delightedly to see what marvelous and useful things the children were actually making. The first vacation schools in Boston, with their accent on nature-study, called out wonderful treasures sent by the fathers to the school: shells, carvings, and minerals, from far-off lands. And this dawning interest increases with every step that the school takes toward what the parents recognize as training for daily living. Home and school associations have significantly helped this movement; the newer forms of vocational training are strengthening it by increasing the interest of boys in the care of their fathers' farms; of girls in work in their mothers' kitchens. As agricultural work, domestic science, and industrial training are developed, the homes of the pupils open hospitable doors.

On its side the school is feeling more and more the need of definite planning for the future of its pupils. That future involves a readiness for home conditions and life. The wisest of educators are welcoming plans of school credit for home work, work in the barnyard, the dairy, and the kitchen. This work cannot be undertaken without willing help from the homes, nor will it be wholly suc-

cessful until it has made the home a better place to live in.

All signs then point, I believe, toward a holy alliance between the schools and the interested citizens, who are, after all, but fathers and mothers, sisters and brothers in spirit. Volunteer helpers will have at least three important functions: to initiate and bear the burden of new educational experiments before these experiments are sufficiently tested to receive municipal aid; to give from the reservoir of their peculiar talents expert help in time of need; to serve as unpaid advisory boards in special schools or subjects. Through these definite links to the life of the public schools, volunteer service will be made interesting, appealing, and, if rightly guided, of permanent value.

UNIV. OF CALIFORNIA

VOLUNTEER HELP TO THE SCHOOLS

I

SOURCES OF OUTSIDE HELP TO THE PUBLIC SCHOOLS

THE little red school-house has always been a bright romantic spot in American history. No less so is the gigantic red-brick schoolhouse planted in crowded districts of each modern city. Here is the home of the spirit of youth, calling with incessant appeal to the lover of youth. Club women, settlement workers, business men, doctors on their rounds, athletic college girls, mothers carrying babies, see as they walk through city and country streets the fascinating sight of thousands of children of all shapes and sizes trooping daily to school and whooping away from it. And as they look, the citizens become more than fascinated. They want to drink of the perpetually bubbling fountain of public education; they begin to plan definite ways of helpfulness.

Even the earlier sporadic efforts to help the

public schools are symptoms of an extraordinarily significant movement that is sweeping across the United States. We have not begun to appreciate the meaning and power of public interest in the schools. It is, in part, the instinct of a democratic people to keep its hand on the guidance of education. It is fully as much the instinct of parents and child-lovers to express in tangible ways their perennial gratitude for childhood.

The interest of an individual may begin in the desire to beautify a schoolroom. She finds a picture she loved as a child and offers it to the teacher of a primary grade. Decoration of school buildings is an early and a persistent expression of community interest. In her book on *Helping School Children*, Elsa Denison reports that out of three hundred and fifteen superintendents of schools asked what citizens had done for the schools, over one half answer that they have helped in schoolhouse decoration. One wonders what proportion of these decorations were eyesores rather than beauty spots. But ugly or appropriate, they uttered the awakening love and helpfulness of a public interested in schools.

Some form of relief to poverty is also an early expression of help to schools. Long ago in Boston, some kindly man must have noticed the bare

or strangely clad feet of schoolboys shuffling about in ladies' high-buttoned boots, three buttons off and one protestingly fastened. Touched with pity that the feet must suffer while the head was filled, he left in his will a fund for shoes to be given to school children.

With education on the technical side the public rarely interferes; its most audible expression may be a rumble of dissatisfaction with the teaching of arithmetic or penmanship. But where education touches aspects of health, of beauty, of recreation, of civic and social ties, public interest springs to the fore, ready, even insistent, with questions, suggestions, and offers of help. This community zeal for social and civic education, its meaning, its scope, its future, its best ways of service, — these are well worth analysis.

Any such analysis within short compass must separate somewhat arbitrarily the social and civic work of the school authorities themselves from that contributed by outsiders. The public school itself is clearly the greatest of social helpers. Imagine the schools of any country closed for a single year. Chaos would be upon us. The help given here and there by private associations and citizens to the life of the school is a drop in the well-filled bucket of public education. Yet for the

sake of defining and limiting our field, we must take for granted the accepted institutions of the school and deal only with those forms of helpfulness to the life of the pupils which lie, at least in part, outside the recognized domain of public education. This domain, indeed, constantly enlarges. The public school is like a great tract of solid land on the borders of a sandy shore. Its boundaries are distinct. Its territory is land, not the beach, nor the turbulent sea. Yet year by year seeds of public interest spring up on the sand. Some are blown away by the winds of human fickleness. Some are washed away by the overwhelming waves of a cleansing and destroying competition. But some of the seeds of public interest in school life have strong roots. Like the blue lupines on the shore of the Pacific Ocean, they take hold and year by year add soil to the beach. Gradually the solid land reaches forward to include new territory. What once was sandy beach becomes land. So in educational life much of what a few years ago was a vagrant, wind-blown seed of outside service to schools is drawn into the groundwork of school life.

This acceptance into the structure of the public school of what once was a volunteer form of social service has been peculiarly marked in matters of

health. Ten years ago in the United States medical inspection of schools and school nurses were isolated phenomena. You found them here and there in small numbers, supported and developed by the private initiative of doctors and social workers.

In New York, for instance, twelve years ago the Henry Street Nurses' Settlement placed one of their trained nurses in a public school and helped to organize the system of school nursing. Now New York employs over a hundred school nurses. The need of medical inspection is clear and defined. It meets a public demand. The outsider withdraws as the beach withdraws from flowering land. But community interest does not die; it takes a new form, or seeks a new field.

The social activities of the schools themselves are worthy of many volumes. They would include to some extent every study in the school, for every lesson has its social bearing. But these school activities are well known. The meaning and scope of the community's help to public schools is a subject relatively new and largely unclassified. To that topic, therefore, it is well to confine one's self. What is, then, the center of public interest in schools and from what part of the community does it come?

VOLUNTEER HELP TO SCHOOLS

Primarily, no doubt, the interest of the great majority of our school-helping public centers round the children; yet special groups of men and women are also giving direct help to the school authorities through work to increase appropriations, or make more adequate laws; other groups help teachers to secure pensions, increased salaries, or rest-rooms.

And from whom does this abounding help come? Their name is Legion, a loyal Legion, and inevitably they include many whom no questionnaires will ever reach. Yet they tend to form groups — associations of parents, women's clubs, educational associations, municipal leagues, chambers of commerce, librarians, doctors, dentists, ministers, church societies, and settlement workers; more and more with the coming of the vocational guidance movement, a strong group has arisen among associations of business men.

From another point of view the assistance proffered may be divided into that of amateurs and of professionals. Among amateurs, women's clubs, parents' associations, and settlement workers offer their time, their careful study, and their support to plans for recreation, for sanitation, special classes, and civic teaching. They give from their leisure in liberal service.

SOURCES OF OUTSIDE HELP

But there is a growing readiness also on the part of professional men and women to help the school with unpaid expert service. The modern school system is far from being merely a center of learning. It is a complex business organization; its buildings can no longer be put up by the village carpenter; they require an expert architect; the health of the pupils in our vast school system calls for the daily service of doctors and nurses; vocational training leads directly to consultation with employers; and the school's place in the community throws upon it the responsibility of evening recreation for young men and women.

Our boards of education, our superintendents and principals cannot be equipped as Jacks and Jills of every trade; they would as surely be masters of none. They can and will more and more ask and receive expert help from the community.

One architect, Mr. J. Randolph Coolidge, Jr., of Boston, has developed a plan for grouping school buildings round a city park with its abundance of space, light, and air, and has worked out the financial cost of transporting children from crowded districts as offset by the sale of valuable school property in those districts. An able lawyer

in the same city is giving time and strength as an advisory counselor of commercial and industrial schools.

The Public School Art Society in Evanston, Illinois, selects and buys all the wall-papers, plaster casts, furniture, and rugs supplied to the public schools. A mothers' club in Decatur, Illinois, working with the Decatur *Review*, secured a landscape architect to lay out plans for playgrounds and gardening.

In North Carolina, a doctor with twelve unpaid assistants inspected the schools of white and colored children in Asheville every week for two years. He taught teachers to examine their pupils; he gave illustrated lectures to pupils, teachers, and parents on private and public health.[1] This one example must stand here for many instances, known and unknown, of the work of devoted physicians in helping school children. Much volunteer work is silent and retires before questions; the half is not told.

I have shown that help to the schools is given both by amateurs and by professionals. It is given alike by individuals and by organized associations. The New York Bureau of Municipal

[1] See Elsa Denison, *Helping School Children*, p. 204. (Harper & Brothers.)

SOURCES OF OUTSIDE HELP

Research has been a spur to many a slow-moving superintendent and a waving flag to those who want to win the race. With insistent accent on publicity and efficiency, the Bureau pours out a series of pamphlets on efficient citizenship, comparing by skillful statistics and diagrams the health, civic, and social work of one school superintendent with another, pricking its way into the bubble of ineffective reports and everywhere turning on to our school systems the searchlight of incessant inquiry.

Read the list of publications by the Russell Sage Foundation: *Laggards in our Schools, Among School Gardens, Open-Air Schools, Wider Use of the School Plant.* The titles ring rousing bells. Awake ye to the new calling of education!

It is significant that interest in helping schools is not confined to one sex rather than the other, or to one profession rather than another. It is even more significant that the help given, seen in its broadest sweep, is such that it covers as with a garment the whole life of children, both before the beginning of the compulsory school age and after its close; during play hours, evenings, and summer vacations. School-lovers bring parents to the schools, and visit them in their homes. Home and school associations are formed; cooking,

hygiene, and discipline are discussed in a sociable mixture of the affairs of body and soul. The friendliest of school visitors, privately paid but officially recognized, bears the message of an anxious teacher to the home and encourages the father to support his boy in home study. She finds in our crowded cities demoralizing conditions of housing and persuades the family to move, that the child may not turn pallid from lack of light or grow morally callous through lack of privacy.

The weary school principal has more than enough to think of in his everyday routine. That is partly why it has been private citizens who have wondered and pondered on the time before children went to school and initiated kindergartens; thought about hot summer days, when children like weeds run wild, and started vacation schools. The watchful eyes of child-lovers have seen the lack of recreation after school hours. Playgrounds and social centers have sprung into being. Their growth is like that of Jack's beanstalk. One citizen who has not forgotten his boyhood enunciates the epigram, "The boy without a playground is father to the man without a job"; and the winged words lighting on fertile soil, plant playgrounds over the United States. From long brooding over the life of the boys and girls who

leave school at fourteen, the strong National Society for the Promotion of Industrial Education takes its rise, and presses through Congress bills to give national aid to vocational training.

Thus everywhere in bewildering variety volunteers are helping the schools. To see any unity in the abundant out-pouring of gifts we must arrange them in a definite grouping.

The principal divisions of outside helpfulness to public schools may be grouped thus: —

(1) Health (including relief of the needy).
(2) Recreation.
(3) The enjoyment of art.
(4) Training for work.
(5) Training for social ties: (*a*) citizenship; (*b*) family and friends.

Under each of these divisions a few only of the many types of service can be suggested, before we go on to give a number of detailed illustrations.

(1) Health.
Medical inspection.
School nursing.
Open-air rooms.
Dentistry.
Public baths.
Anti-cigarette leagues.

School lunches.
Improvement of housing conditions.

(2) Recreation.
School playgrounds.
School gardens.
Athletic contests.
Folk-dancing.
Choral classes.
School social centers.
Vacation schools.
Story-telling and moving pictures.

(3) Art.
School decoration.
Beautifying the school grounds.
Art Museum classes.
Music classes.
Drama.
School architecture.
School pageants.
Exhibitions of paintings.

(4) Training for work.
Vocational guidance.
Industrial schools.
Classes in salesmanship.
Household art.
Placement bureaus.
Pamphlets and lectures on vocational opportunities.

SOURCES OF OUTSIDE HELP

(5) Training for social ties.

(*a*) Citizenship: —

School cities.
Exhibits of civic conditions.
City history clubs.
Civil service reform teaching.
School peace leagues.
Boy scouts.

(*b*) Family and friendship: —

Ethical classes.
Educational moving pictures.
Home-making classes.
Social centers.
Sex education.
The choice of books.

II

VOLUNTEER SERVICE IN RELATION TO HEALTH

SCHOOL itself has always supplied conditions for learning, but these conditions have often been physically hurtful. Children have been crowded together with too little air, light, humidity. Their eyes have been strained by over-use and their backs by cramped attitudes; a contagious disease caught by one has spread almost inevitably through the school.

Mr. William H. Allen, director of the Bureau of Municipal Research in New York, has cleverly expressed this danger of contagion through school conditions: —

Mary had a little cold,
  It started in her head;
And everywhere that Mary went
  That cold was sure to spread.

She took it into school one day;
  There was n't any rule;
It made the children cough and sneeze
  To have that cold in school.

The teacher tried to drive it out;
She tried hard, but — kerchoo!
It did n't do a bit of good,
'Cause teacher caught it too.[1]

Medical inspection, school nursing, and dentistry have come into the schools to stay, and they have come largely through private initiative. In most cases the work has not long remained private. Realizing that health goes with success in education, the school boards themselves have responded quickly and generously to the need for medical inspection, school nurses, open-air rooms, and instruction in hygiene. Yet still a large supplementary field is open for private helpfulness.

In New York City, in 1910, the Committee on Prevention of Tuberculosis of the Charity Organization Society prepared and circulated through the public schools an essay on "What you should know about Tuberculosis." In Brooklyn, New York, a similar committee gives in day and evening schools one hundred illustrated lectures a year on tuberculosis. In coöperation with the departments of health and of education, it maintains on a ferryboat in the harbor an original and interesting class with two teachers. There are about forty tuberculous children in this class.

[1] William H. Allen, *Alice in Health Land.*

VOLUNTEER HELP TO SCHOOLS

Dental clinics are still largely the gift of generous societies and dentists. But more and more the public schools and their dauntless teachers are shouldering the new and exhilarating tasks laid upon them. Like Atlas they stand ready to carry the world. In Brookline, Massachusetts, a spirited principal has so strongly urged and carried out the cleaning of the teeth of her school children that a special toothbrush is named in honor of her school. Many are the paths to fame!

For years to come, private associations will continue to take charge of lifting to its highest plane the health of children during the long summer vacation. Thus they will help the next year's schooling of delicate children.

In Boston for the last three years a group of 250 children, between the ages of seven and twelve, carefully chosen as delicate and needing refreshment, have been taken for eight weeks during July and August to an island in the harbor. The average attendance in 1912 was 190. The children are selected by school nurses and by social workers and the work is supervised by Dr. Harrington, director of hygiene of the Boston public schools, but paid for and managed by a committee of the Women's Municipal League. Special cars take the children to the bridge leading to the

island school. A school nurse is engaged to take records of their improvement and teach cleanliness. The children are given nourishing food, they play games, learn simple folk-dances, hear delightful story-telling, and during the afternoon are taught to take an hour's nap, it being often pathetically evident that these little people are starved for sleep.

Another form of work for the health and welfare of school children, and for the improvement of their housing conditions, is accomplished by the *school visitor*, or, as she is called in New York, the "Visiting Teacher." This work is still supported with a few exceptions by private societies. Some examples will show how the school visitor affects housing conditions. One of the school visitors works in a very poor quarter of Boston, inhabited largely by Italians and Russian Jews. The visitor calls each day at the public school, and is given a number of cards bearing the names and addresses of children about whom the teacher is troubled, together with a short statement of the difficulty. Armed with this card the visitor goes to the house of the parents and talks the matter over carefully with the mother, often returning in the evening to see the father.

Last year one boy of twelve years was reported

as doing poorly in his school work, and as staying out late at night. He had reached only the fourth grade and seemed stolid, indifferent, and taciturn. Miss B. visited the house and found a four-room tenement in which not only the family, but in addition sixteen boarders apparently slept. This overcrowding was clearly illegal, and at Miss B.'s request the city board of health interfered and the boarders left. The boy, relieved of the strain of uncomfortable home conditions, became happy and regular in his school work.

Louis, whose teacher reported him for uncleanliness, was found living alone with his father in the dressing-room of a Turkish bath establishment. His father drank, his mother was dead, and this was his only home. After school and even through the evening Louis worked peddling fruit. He earned about two dollars a week, but this was not his to own. He had to give it to his father. The school visitor protested against the dirty room, and the father agreed to move. He did, indeed, but only to a worse place, a cold, dark basement room four by eight feet, in the rear of a tailor shop. There was no furniture in the room except one table, a small oil stove, and a heap of dirty clothes for a bed.

Undaunted by her former failure, the school

visitor again expostulated, pleaded, and threatened with all the resources at her command. She came, she saw, she conquered. The father was persuaded to move, not only to a clean house, but to one where a motherly woman took charge of Louis. His personal appearance and his standing in school have steadily improved since this time.

In another and vital way the school visitor coöperates with school nurse and doctor for the moral and physical health of the school community. In every large school there are cases of feeble-mindedness. They bring to the community a menace that we are only beginning to appreciate. They tax with severe and unnecessary strain the overburdened teacher. I knew of a girl so nearly idiotic that any effort to teach her was impossible; her conduct in school demoralized the class. For months that girl sat in the little office of the school principal. It was a burden to the principal to have her there, but she said, with the unconscious valor of a true public servant, "I could not turn her out in the street nor leave her with the other children."

The girl was saucy, flirtatious, uncontrolled. Outside of school hours she gathered round her and led in foolish ways a bevy of boys and girls. Appealing to an alienist, the school visitor with

the help of the nurse established the girl's feeble-mindedness, visited her parents, persuaded them that for the girl's best good she should be sent to the peace and special care of a school for the feeble-minded.

The conception of the school visitor originated in the councils of wise and interested private associations for education and social service. It has in several cities already been accepted as a help which the school principal would relinquish most reluctantly. From Mr. John McGrath, principal of the Eliot School in the crowded North End of Boston, come these words of recognition: "In congested districts the home and school visitor is of service to schools, pupils, and parents. The work is no less important than that of the truant officer, school physician, and school nurse. There is a distinct field for each of these workers and plenty of work for each to do. . . . I know of no money expended for school purposes which brings larger returns than the salary paid to the home and school visitor." [1]

The New York Public Education Association gives the following list of typical cases helped by one home and school visitor: —

[1] Home and School Association of Boston, November, 1910 *Report.*

Complaints of Children by School or Others	*Successful Outcome through Efforts of Visitor*
(1) Slept in school, dull and indifferent.	Night peddling stopped by scholarship; works well in school; ambition roused for technical education.
(2) Teacher's verdict: worst boy in school; boy boasted of this.	Boy watched and placed in carpentry class. Now boasts of his success, and takes all he makes in shop to school teacher.
(3) Poorly nourished; wrong food.	Mother angered at suggestions, but followed them with gain to child.
(4) Impertinent, idle, etc.	Value of school training explained; child responded.
(5) Disorderly.	Many weeks of persuasion and suggestion; changed diet, whole standard of living, and moved to better quarters.
(6) Incorrigible at home and school; poor work in class.	Sunday-School, sewing-class, etc.; excellent work at school; stays home off streets.
(7) Harboring truants in den in the child's yard.	Other amusements provided for the group; class formed at a settlement for shop-work.
(8) Cruel treatment at home made boy sick at school.	Father and mother treated boy differently after visitor showed interest.
(9) Unmanageable at home and school: immoral.	Encouragement by visitor and teachers, continual supervision at home and school; record at school excellent, and girl placed in Clara de Hirsch Home at her own request.

It has seemed important to give in detail the work of school visitors because they represent

one of the new and important contributions of private associations to the health and welfare of the schools.

The efficient school visitor is not only a present help in trouble; she suggests and illustrates by the quality of her work a high standard for public school attendance officers. School superintendents and principals, watching her work, see that punctuality, attendance, cleanliness, and ambition rise at her coming. They will come to see that they cannot do without work of this character. They will gain, by the force of vivid example, a new conception of the right kind of attendance officer — no longer a strong-armed, though kind-hearted, source of terror to truants, but an understanding friend of school children, looking not merely to their actual absence but to the causes for that absence, and as far as possible removing them. These attendance officers will be more highly paid because more highly trained; they will be given smaller districts, and they will work for good home conditions, sufficient food, and recreation; segregation of the feeble-minded; chances for home study as well as for attendance and punctuality.

III

RECREATION UNDER GUIDANCE

THE wave of the spirit of play has swept over America and inundated the public schools. Drawing into its current the contributory streams of playgrounds, athletic games, gardening, drama, moving-picture shows, pageants, choral class and folk-dancing, it floods the whole life of the school child besides lapping round the feet of his parents and enticing them also to wade in recreation. As in the case of efforts to improve health, the recreation movement has been in many instances initiated by private associations, though often swiftly adopted by the public school itself. Best of all, private and public efforts have grown strong side by side, and teachers and parents meet in the National Playground Association. Gardens and social centers well illustrate the rapid growth of interest in recreation among school-surroundings.

The kindergarten long ago recognized the truth that gardens and children belong together. The kindergarten has an honorable length of life, but gardens for school children began in the United

States no longer ago than 1891, and began, as was fitting and natural, through the initiative of those whose central interest was in flowers. The Massachusetts Horticultural Society in 1890 sent Mr. Henry L. Clapp, master of the George Putnam School in Roxbury, to study school gardens abroad. When he came home he started for his school children a wild-flower garden which still yearly blossoms with nearly one hundred and fifty native plants. The wise lovers of flowers know that the children who have served and protected the lives of wild flowers will not pluck them by the roots, for service brings understanding and love.

In Cleveland, Ohio, the seeds of education were sown broadcast with the seeds of flowers. The Cleveland Home Gardening Association in 1900 distributed 48,868 packages of seeds and the next year started an experimental garden in the center of the city. It was not long before the board of education saw the gain to the schools of gardening and took the unusual step of appointing a woman curator of school gardens with an assistant teacher and three workmen under her.[1] School gardening is not compulsory. Would any

[1] M. Louise Greene, *Among School Gardens*, pp. 7 and 23. Charities Publication Co., New York.

one, who watches the delight of children in digging, suggest that it should be? Flower shows are held in September and October, and the curator gives informal lessons. She has also worked out a plan of correlation between the garden work and arithmetic, geography, drawing, and manual training. The schools and the gardening association work together to interest the children in home gardens and in the decoration of school grounds.

Philadelphia has the distinction of exceptional recognition by the board of education of the value of school gardens. Gardening work is a part of the school system and the gardens are kept growing through the entire summer. The board pays for a special supervisor of gardens. In Pittsburg, the Playground Association is given an annual appropriation from the city to carry on playgrounds, recreation centers, and school gardening. Experienced teachers take the children on long, joyous tramps to secure the uncostly treasures of ferns, flowers, and cocoons.

In Philadelphia and in Washington every class from the kindergarten to the normal school has a taste and a touch of gardening.[1] With the garden comes definite relation to other lessons: Arith-

[1] M. Louise Greene, *Among School Gardens*, p. 239.

metic brightens into measurement of one's own property; agriculture and chemistry are touched on in ploughing and fertilizing; it is much more fun to cook your own potatoes than the mere potatoes from a butcher's cart; literature has more meaning if it is about your English daisy; drawing is most careful when it is the design of your largest tomato; and manual training becomes the chance to make stakes, boxes, and labels. Gradually, as the children grow older, business arithmetic, bank deposits, columns of profit and loss creep in, and recreation gently takes the hand of work in full partnership.

Many herbs grow in gardens beside flowers. One enthusiastic volunteer helper of the schools writes: "The garden was used to show how willing and anxious children are to work, and to teach them in their work some necessary civic virtues; private care of public property, economy, honesty, application, concentration, self-government, civic pride, justice, the dignity of labor, and the love of nature." [1] Perhaps not all these virtues flower in the school garden; not all bear seed; but all children want to be care-takers as well as care-receivers, and an interest that leads

[1] Mrs. Henry Parsons: *Report of First Children's School Farm in New York City*, 1902–04.

to steady and loving care through heat and cold, rain and sun, is the best of teachers. "There's an insect eating one of the children's plants. I must remove it," said the teacher; but her act was interrupted by the supervisor. "No, no! leave it there that the child who cares for the plot may notice it. That insect is the real teacher of the class."

In the United States all good things tend to join hands and become national movements. We have the American School Hygiene Association, the Playground and Recreation Association of America, the National Society for the Promotion of Industrial Education. Gardening associations are becoming national in character. Three of these, the National Plant, Flower and Fruit Guild, the International School Farm League, and the Gardening Association of America, stand ready to help school work. Normal schools from the pioneer, little Hyannis on Cape Cod, westward all over the nation are preparing teachers of gardening. Hardly a village can exist without some ardent lover of flowers ready to give land, seeds, cuttings, or instruction. In school gardening, then, there is an exceptionally good chance for the schools and the amateurs to unite over the lovely subjects of flowers and children.

Social Centers

The name of Jane Addams's book, *The Spirit of Youth and the City Streets*, might stand as the underlying motive for the use of our public-school buildings as social centers. Here is youth, beautiful and beauty-loving, restless and appealing, and here, facing youth, is the dangerous, dissipating glamour of the city streets. Here, too, in every section of every city stand the great dark school buildings looking out silently on the doings of the night. It cannot wisely be borne. One by one the schools are opening hospitable doors, lighted halls, and guided recreation to youth; quelling the power of the street by a sounder attraction.

At a civic exhibit in 1911 the Educational Department of the Women's Municipal League of Boston, of which I was chairman, wanted to represent graphically the relation of closed schoolhouses to the dangers of city life in the evening. I made a model two and a half feet wide, one side of which represented a school hall full of eager boys engaged in athletics and the other a saloon with drinkers at the bar. A board representing two doors was so hung at right angles to the surface of the saloon and school that closing the door of the

school opened the door of the saloon, and opening the door of the schoolhouse closed the door of the saloon. Below was printed the verse: —

Trade training means wages;
Good sport is a boon:
When you open the schoolhouse,
You close the saloon.

The thousands of visitors to this civic exhibit, tempted as all human beings are by the primitive instinct to handle what they see, were invited to keep the door of the model wooden schoolhouse open and thereby they inevitably closed that of the saloon.

The far-famed social centers of Rochester, New York, with their lively and checkered history, were begun through the interest of an unusual combination of private associations.[1] The Central Trades and Labor Council, the Children's Playground League, the College Women's Club, the Daughters of the American Revolution, the Humane Society, the Labor Lyceum, the Local Council of Women, the Officers' Association of Mothers' Clubs, the Political Equality Club, the Social Settlement Association, the Women's Educational and Industrial Union set the excellent

[1] See Clarence A. Perry, *Wider Use of the School Plant*, p. 270.

precedent of uniting as a school-extension committee. Why should not every city follow this admirable example, forgetting those dissensions that are behind and pressing forward to a common good? Together these eleven organizations worked toward the fulfillment of the director's aim to develop, through the use of public-school buildings, neighborliness, community interest, and a true democracy.

In the winter of 1906 and 1907, the Social Economics Club, a small women's club of Milwaukee, passed a resolution to petition the common council of the city to set aside $25,000 for a public betterment fund, to be used for recreation centers in the public schools and for converting the school grounds into public playgrounds. This resolution, which was presented to the public school board and to the Women's Federated Clubs of the Milwaukee district, at once gained the strong sympathy and support of each.

With this important backing, the resolution when brought before the common council received favorable consideration, but it was then discovered that to utilize the public school buildings and grounds, as proposed, the city charter would have to be amended. In the mean time, as the proposition became understood, it grew in

favor and won for itself friends in official and other influential quarters. With such encouragement, the women who had the movement in charge carried the matter to the Legislature, and at the session of 1907 the city charter was amended and a law passed to allow the use of the buildings and grounds of the public schools as petitioned.

The next important step toward success was to secure necessary funds for this work. The immediate small and initiative expenses were met by private subscriptions and contributions from the treasuries of interested women's clubs. At this crucial point the public school board of Milwaukee placed itself in line with the most progressive cities in the country. It appropriated $2500 to be used in the sixth district school for social center work for one year. This generous act paved the way for immediate detailed plans and the new experiment was carried out.[1]

In Philadelphia a number of school buildings are granted for use as social centers by the school board who supply light, heat, and janitors. The centers are maintained by private organizations. The tie to the school authorities is kept strong by the fact that all the paid assistants must be

[1] *Charities and the Commons*, December 19, 1908.

approved by the superintendent of schools as well as by a special committee of the Home and School League. The workers are largely volunteers.

Athletics

In athletics the New York Public Schools Athletic League, with its special branch for girls, has shown the closest coöperation with the school authorities. The school superintendent is a member, the district teachers always take part, and the financial support is guaranteed largely by business men and other members, and in the case of girls by public-spirited women. In 1910 an annual expenditure of $10,000 was made possible through private subscriptions.

The girls' branch has evolved the wise plan of teaching dancing and athletics to public school teachers free of expense on the condition that they give lessons to athletic clubs in their own schools. The relation of good standing in school to sport is made by insisting that every boy or girl who takes part in a competition must have received as high as B in studies. In relation to conduct a striking sex distinction is made. A girl must receive A for conduct, a boy but B before being allowed to compete in games.

Streams of influence from the New York experiment have flowed far west to the Pacific Coast. The Public School Athletic League of Seattle was begun by the zeal of the director of the Y.M.C.A. who had heard of the New York plan. Throughout the country there are many instances of volunteer help to school athletics. In Baltimore the arrangement is wholly outside the school board; in Tacoma, Washington, business men have given a large part of the money necessary to build an $80,000 stadium.[1]

It is noticeable also that many important pieces of investigation about public school athletics have been made by those outside the schools. *Athletics in the Public Schools*, by Lee F. Hanmer, of the Playground Extension Committee, is published by the Russell Sage Foundation. *The Advisability of Inter-High-School Contests*, by Earl Cline is published by the American Physical Education Association.

Vacation Schools and Playgrounds

The sympathetic eyes of social workers have for many years watched children drifting about aimlessly or playing illegal games in hot, unshaded city streets during July and August.

[1] Clarence A. Perry, *Wider Use of the School Plant*, p. 327.

VOLUNTEER HELP TO SCHOOLS

Vacation schools, voluntary and popular, have been the outcome of observant eyes and trained capacity. The first vacation school was started as far back as 1866 under the auspices of the First Church of Boston; swiftly, in 1870, Providence, Rhode Island, through a volunteer committee, took up the work. The settlements had already helped through their own summer classes and were eager to do more; charity organizations, civic leagues, women's clubs, and educational associations felt the need to set to work. The largest private undertaking may well be that of the Chicago Permanent Vacation School Committee of Women's Clubs, which had in charge the expenditure of $23,217.59 in the support of sixteen vacation schools. Of this amount $15,000 was given by the Chicago Board of Education.[1] In almost all cases the boards of education have freely given the use of school buildings and their equipment, and in many instances, as in New York, Chicago, Cleveland, Milwaukee, and St. Paul, vacation schools have been subsequently adopted by the school board as part of its regular work. In Pittsburg the board of education contributes largely to the support of playgrounds and vacation schools, but they are still (1913) under the

[1] Clarence A. Perry, *Wider Use of the School Plant*, p. 135.

direction of the Pittsburg Playground Association. It is significant to find the vacation schools used in two or more cities as an effective instrument to change the roughness of a gang into an energetic interest. "The gang has been tamed," writes the president of the Pittsburg Playground Association. "The West End gang, whose ideals had been confined to baseball and pugilism, became enthusiastic carpenters. Their devotion to the fine clean young fellow who was their instructor was pathetic. They followed him around. In order to cure the sneak-thieving, he would leave all the material out on the ball-field and go away without making any one boy responsible for it. The next morning every bat and ball and glove would be returned."

In Cleveland one vacation school was composed entirely of 155 boys who had been assigned to the detention home by the judge of the juvenile court. They were given gardening, drawing, weaving, paper-cutting, clay modeling, and raffia work.[1]

Experiment in the best methods of guided recreation is one important function for private societies who are helping school children. Many vacation schools have degenerated, because neither the

[1] Clarence A. Perry, *Wider Use of the School Plant*, pp. 139, 141.

work nor the attendance was kept up to the mark. It is, therefore, worth while to show by a single example the value of a private experiment in relation to attendance and curriculum for vacation schools.

The Massachusetts Civic League experimented carefully for three years to work out (1) the cause and cure of irregular attendance; (2) the most appealing and the most valuable summer curriculum; (3) the relation to one another of different agencies for recreation.

Irregular and irresponsible attendance is a danger in all non-compulsory summer work. The Massachusetts Civic League minimized this by great care in keeping the parents informed of and interested in the school. The form of invitation to join the vacation school read: —

A Vacation School will be opened for six weeks from July 10th to August 18th in the Dwight and Hyde Schools. Instruction will be given for three hours a day in carpentry, drawing, natural science, cooking, and singing. Only a limited number of pupils can be accommodated. If you would like your child to have this instruction, please meet the Vacation School Committee at the Hyde School on June 29th at 2.30 P.M. and bring this invitation with you.

Two hundred parents turned up at this meet-

ing, most of them eagerly interested in the plan. So many names of children for the school were brought in that a waiting list was formed and each mother was told that if her child was absent three consecutive days without a good reason his place would be taken by another child.

The school was filled during the term to ninety-three per cent of its full limit, and the directors of the school attributed this high percentage first to the talks with parents by the school visitor, and secondly to the psychological effect of the accurate records kept on the school cards. These cards were brought by each boy and girl and punched every day as impressively as though they had been season railroad tickets. During the third year of the Massachusetts Civic League Vacation Schools the committee tried an entirely different type of curriculum, if one may use so stiff a word for so happy a piece of learning. The attempt was made with a group of teachers, largely from the Chicago University School, to have little children get a clearer idea of the life about them in city and country. The plan of the school was to enlarge the children's interests and to train their powers of observation, reasoning, and acting by letting them work out for themselves methods of obtaining food and clothing.

Cooking, sewing, drawing, modeling, reading, arithmetic were all made to center round this plan.

A cultivation of crops was carried on in the large school yard, and here corn, potatoes, lettuce, and tomatoes were planted. Inside the schoolroom a miniature model farm was designed. Fences, rakes, ploughs, and churn dashers of diminutive size were made in the carpentry room. Grass seed was planted, and real oaks from little acorns grew.

In the section of Boston where the school was held, many of the fathers of the pupils were tailors by trade. Cloth was a familiar object. The teacher of textiles seized the opportunity to train the children in observation and in thoughtfulness by tracing the evolution of cotton and wool into cloth. She asked the children about the clothes they had on. Gradually they traced back the origin of clothes through the store to the factory and, with some help, to the cotton and flax plants and the sheep. The class was then shown a whole fleece. The children worked out the idea that the wool must be combed and twisted. After they had experimented in twisting the thread, one child complained that he needed another child to take hold of his thread so that he could twist it

easily. It was suggested that he should find something to take the place of another child, and he tied the thread to the back of a chair. Several children, tired of twisting wool with their fingers, suggested that tops would do it quicker. At last a primitive spindle was devised and was made by the children in the carpentry shop. The class then began to think about weaving. The children found it difficult to keep the threads in place, and when asked what they needed replied: "Some one to hold his hands on both ends of the threads." From this suggestion a frame of four pieces of wood with nails to hold the warp threads was worked out, and the idea of a loom was formed.

This example illustrates the value of a new type of work in vacation schools, one that shall help the pupils to see and understand a little of the life of which they are a part. Private associations, raising money from individuals who have faith in their work and are willing to risk temporary failure, can make such experiments more easily than the public school authorities.

It may well be a function of private enterprise to bring together in direct coöperation all the volunteer agencies working for school children. A part of the plan of the Vacation School Commit-

tee of the Massachusetts Civic League was to hold such conferences. In one of them the following questions were discussed: —

(1) How can we secure regular attendance without making the school compulsory?
(2) Is it advisable to have any part of the expenses paid by the parents?
(3) For what ages is the vacation school work most important?
(4) How far and in what ways should the summer work differ from that of the winter?
(5) Do excursions form a desirable part of the work, and how should they be conducted?
(6) Should it be an aim of vacation schools to give instruction that will help the children to earn money or prepare for trades?
(7) How can the relation between the school and the children's parents best be developed?
(8) Ought there to be strict discipline in the summer work, or should the standard be relaxed?

A movement even stronger than that for vacation schools is the playground movement. It speaks for itself and needs few words. It is peculiarly a field for volunteers. Playgrounds connected with schools need the help of financial aid or of supervision. These can often be given by volunteer associations before the school board or city council is ready to supply the needed money.

To the women's organizations throughout the country more than to any other one agency, the children owe the extensive use of school yards for play purposes.

As an experiment the Newark Board of Education left open to the public during the summer all its school yards which were without apparatus or supervised play activities. Hardly any children visited the yards, many not having a single child in them all day long. A successful playground cannot be run without skilled play leaders.[1]

In Auburn, New York, the various parent-teacher associations carried on playgrounds, collected money, engaged leaders, secured yards, and supplied apparatus. In Madison, New Jersey, two associations, the Civic Association and the Thursday Morning Club, carried on the work with some financial help from the city council. It is an effective bit of coöperation when, as in Buffalo, members of the playground force take part in organizing games at recess in the school yards.

The summer use of playgrounds indirectly but clearly helps the schools: —

Teachers point out [writes Perry] that the children who have had the advantages of the yards during the

[1] Clarence A. Perry, *Wider Use of the School Plant*, pp. 165 and 172.

vacation return to their studies in the fall much more alert and ready to work. These results are especially noticeable in the case of boys and girls who have attended supervised playgrounds. Here the necessity of waiting one's turn, of having a referee settle disputes, of playing games according to a program, is so obviously related to every one's enjoyment that discipline becomes popular, and is supported most ardently sometimes by those who, in the classroom, have been its most constant foes.[1]

[1] *Wider Use of the School Plant*, p. 181.

IV

THE ENJOYMENT OF ART

ART has a far-off sound to Americans. The museums have been places for the few to go and look at rather than for the many to use. But this state of things is fast changing. The Metropolitan Museum of Art in New York sounds the keynote of its present work as educational efficiency. See how much a school-teacher can glean of this harvest for her pupils. In 1905, the Museum voted:—

Whereas, the Trustees of the Metropolitan Museum of Art desire to extend the educational opportunities of the museum as far as practicable to the teachers and scholars of the public schools of the city,

Resolved, that the Board of Education be notified of the willingness of the Trustees to issue on application to any teacher in the public schools . . . a ticket entitling such teacher to free admittance to the museum at all times when the museum is open to the public . . . whether alone or accompanied by not more than six public school scholars for whose conduct such teacher is willing to become responsible.

One thousand and ninety-three applications for teachers' tickets were received in 1905. But teachers and pupils, wandering weary-footed

through long galleries filled with bare white statues, or peering into glass cases where many small objects a bit broken are pinioned, get little idea of the meaning of the museum's treasures. The Metropolitan Museum recognized this, and in 1907 made plans for talks to school folk on art, history, and literature. A room holding 200 people is set aside for the use of teachers and pupils. Here stereopticon lectures on any branch of work that can be illustrated by photographs of the museum's treasures are given. Over 10,000 lantern slides of objects in the museum and outside it are loaned to the schools on request. Special courses are given to high school teachers of history, art, English, and classics. In 1908, teachers with their pupils to the number of 5627 came to the museum.

Everywhere wise people are seeing that labels and catalogues are but dumb guides. We need a human voice. The Metropolitan Museum has an instructor who in 1911 escorted 3700 teachers through the collections explaining their history and meaning. No charge was made for this service.

Of the response of the children themselves, New York has interesting words to say:[1]—

[1] Metropolitan Museum, New York, *Bulletin*, September, 1912, vol. III, no. 9.

An enthusiastic visiting teacher of the school determined to carry out a long-cherished plan to make the museum a vital influence in the lives of these children. She wanted to drive out of their minds certain thoughts by the substitution of a thought of something refined. She wanted to give them while young ideals, that life to them might be more than material possession and that their power of enjoyment of the things about them might be less restricted by ignorance and dulled sensibilities.

With this ideal in mind the classes were begun. One group was made up of troublesome boys in the school.

We chose first, the life and art of early Egypt, trying to draw from them their own impressions and explanations of what they saw. At the end of the hour they voted to come again and many of these boys were constant members of the class for the rest of the spring. One boy, fond of drawing, made admirable quick sketches as we talked about the objects. His book contained sketches of Egyptian boats and necklaces, a Greek temple, a chariot. . . . One boy gave up a birthday party and another a May party to come. . . . Mothers returned on Sunday afternoons and went through the galleries again with the boys.

In many cases the experiment of taking school children to visit art museums has been made

with the aim of quickening observation and giving happy ways of spending leisure. But if the schools and the museums are to be partners in special forms of *education*, the museum must be used definitely to enrich subjects already taught in school. To most of us the needles we seek in a museum are hidden in a haystack of bewildering aisles and cases. The teacher needs a magnet to find her needles. Such magnets the museums are beginning to supply. Only a lover of children and a clear-eyed believer in the value of art museums can plan this work. In Boston the education committee of the Museum of Fine Arts has in its midst a seer, prophetic and faithful. She sees that at five different facets the collections of art museums reflect light on school work. Art may light up literature, history, geography, drawing, and industrial training. At her suggestion the use of objects within the museum to enrich these school topics has been carried out. Dr. Arthur Fairbanks, director of the Boston Museum of Fine Arts, and long a student of Greek classics, has helped to make vivid the school stories of Greece and Rome by making a list of objects in the museum that illustrate Greek and Latin myths and legends.

One Boston teacher, with the help of the offi-

cers of the Museum of Fine Arts, uses in her classes over six hundred photographs illustrating Greek and Roman history from prehistoric times to the time of the Roman Empire. Once a month her pupils come to the museum, see the originals, make sketches, and go back to work with a more concrete grasp on history.

History and geography need this quickening impetus of eye and touch. Here in the Boston Museum of Fine Arts is a clay cup made in Abydos at a time when the Israelites were in captivity in Egypt. You can still see and feel the mark of the potter's thumb and finger impressed there on the soft clay four thousand years ago. The lip of this cup is curved that we may pour from it; it has a handle, and its sides are decorated. Here is a life bust of Nero, hateful in his sneering complacency, and here a mirror of polished metal used by a queen in Egypt. Paintings, too, reveal the meaning of history.

If the struggle between Spain and Holland is studied in school, the contrasting characters of the Spanish and Dutch races, their different governments, and opposite points of view, will be the better understood if the student is familiar with their painters. Velasquez shows the life of the court in his land of courteous manners, of despotism, and of power. In striking

contrast with this is the life depicted by the Dutch painters. They painted the common, everyday life of the people, — the pastures, the cows, the windmills, the harbors filled with boats; and they also painted portraits of the strong men and women who made their history. One cannot study the paintings and prints of Spain and Holland, represented in our museum, without gaining an understanding of these peoples that books alone cannot give.[1]

An interesting bit of interchange between the art museum and the public schools in relation to drawing and painting was made by Professor Walter Sargent, now at the University of Chicago. While in charge of drawing and manual arts in the public schools of Boston and a member of the education committee of the Museum of Fine Arts, he obtained from the museum photographs showing skies, clouds, sunrise, and sunset. These photographs he took to the schools and the children drew from them, coloring them according to their imagination and from watching sky and sunset on their daily way. Then a group was taken to the Museum of Fine Arts and shown the original paintings. The children saw the paintings freshly now, for they, like the original artists, had pondered over color.

[1] Anna D. Slocum, in *Proceedings of the American Association of Museums*, vol. IV, 1911.

The infant industrial movement in education is already receiving protection from art museums. The Boston Museum gives a course of lectures on textiles to teachers from Simmons College, the Girls' High School of Practical Arts, and the Trade School for Girls in Boston. The Trade School sends to this course the heads of its millinery, dressmaking, and art departments. Through this course the rare and beautiful tapestries, garments, and embroideries in the museum are playing their part in setting a standard for the garments of to-day.

Museums of science like museums of fine arts are advancing with liberal offers to help the schools. Among the best stands out the Children's Museum of the Brooklyn Institute of Arts and Sciences, especially planned to interest children and in touch with the public schools, though not officially connected with them. The Children's Museum helps to enliven school work and to give to lessons clues of related interest through specimens of birds, flowers, insects, and ferns, and talks about them. One case of birds is labeled appealingly, "Birds we read about"; and in it is shown, among other birds, the great albatross familiar in name to every child-reader of the *Ancient*

Mariner. In history as well as in science the collections of this museum enrich school work. In a special room little models and dressed dolls illustrate accurately and graphically some scenes from early French, English, Spanish, and Dutch settlements in America. Lectures relating to school work, talks about Lincoln and Washington, are held on appropriate days, and are so popular that the small lecture hall has often to be filled with three different groups of children one after another. Eighteen thousand children come to the Children's Museum each year.

The festive art of music has long had its place in schools, but only of late have private societies helped to bring its influence into the lives of school children. The social centers are the natural stamping-ground for orchestra and singing. Many a lad has there blown his inertia away on a horn and beat out his roughness on a big drum.

In Chelsea, Massachusetts, a music-loving woman's club started, with the help of the supervisor of music, violin classes, at twenty-five cents a lesson, for all school children who wanted them. In many instances, as in Richmond, Indiana, the high school has opened its doors for concerts, orchestras and choral festivals. In Richmond the

school board has done more. It supplies the teacher, and in connection with the local commercial club buys the more expensive instruments for the student orchestra.

V

TRAINING FOR WORK

Vocational Guidance

"WHAT shall I do?" every boy and girl asks sooner or later, and we attempt wisely or ignorantly to reply. Vocational guidance is the modern long-winded word for a difficult yet common undertaking that nearly all of us must by force of circumstances have a hand in. The newer aspect of this movement to help boys and girls, leaving school, is that it attempts to give counsel based on careful study of the full facts of the case,—the boy, the home, the job, the pay, the environment, the future prospects. This more expert vocational guidance has been initiated almost wholly by private associations.

Vocational guidance was started on a definite plan in Boston in 1907 under a man of genius, Dr. Frank Parsons, who organized a bureau for the purpose of advising boys in their choice of work. Dr. Parsons died suddenly a few years later, but his work has been continued and his book, *Choosing a Vocation*,[1] remains as stimulating reading.

[1] Published by Houghton Mifflin Company.

Since the reorganization of the Vocation Bureau in 1909, its relation to public school pupils has become intimate. The Vocation Bureau works directly with the public schools through their Committee on Vocational Direction. Mass meetings are held to interest parents and teachers, and in each school a vocational counselor gives advice to the children who are leaving school. The Bureau issues pamphlets on leading industries, giving the physical conditions, the skill needed, the pay, and the chances of advancement. Over one hundred industries, including among others the callings of the shoemaker, the machinist, the baker, the architect, have been thus investigated and described.

Similar work for girls is done by the Girls' Trade Education League. It makes a study of the business opportunities open to girls between the ages of fourteen and eighteen, and by its sustaining arm tries to hold girls from falling haphazard into the nearest niche of work regardless of their own fitness or the future before them. The League makes a careful investigation of all occupations in which young girls are employed near Boston, the wages, the moral and sanitary conditions, the character of the work, the possibility of advance, and also the qualities of mind

and body that a girl needs to do her work well.

Take, for example, the subject of millinery. A short pamphlet published by the League gives any girl the chance to know the processes of the work from making bands and linings to the final trimming. The bulletin tells her the pay in different parts of the work, from the assistant helper, at from three to six dollars a week, to the trimmer, who rises to twenty-five dollars a week. It warns her that the disadvantage in millinery is that the trade season is short and advises her to find chances for other employment during the dull periods. At Christmas time, when the world is too busy to buy hats, she may easily find a place in a store.

The pamphlet then tells the girl where she can best learn the trade and suggests the qualifications needed. She requires good eyesight, ability to use her fingers quickly, perseverance, and endurance. She must have dry and deft hands. It will be good if she is interested in the people to whom she sells her goods; it is essential that she should like to sew and to combine colors.

Preparation for work has many aspects. One bit of guidance has been the special interest of the Committee on Vocational Opportunities of the

Women's Municipal League of Boston. This committee has published charts and a handbook showing the work of over two hundred of the best vocational schools accessible to Boston.

Boys and girls leaving the regular school course are often discouraged from taking industrial or professional training by not knowing where to go, or what the cost and the outcome will be. Just as the Girls' Trade Education League gives information concerning the actual trades, so the Women's Municipal League offers direct help in relation to opportunities for trade training. It adds one special feature. It publishes a full and interesting list of the educational and industrial opportunities for the physically handicapped. To this special chart the League adds its word of good cheer. "Below are listed some of the schools that take away the handicaps from children and give them chances to be happy and useful citizens." Schools for the blind, deaf, and crippled are in this list, and, as on the other charts, the headings cover the name and address of each school, its purpose, subjects taught, special features, requirements for admission, cost, season, length of course, and the placing of graduates.

Outside of special schools for the handicapped,

the schools listed include industrial, commercial, continuation, professional, art, and music schools and the training in settlement classes. A richly varied outlook is suggested for choice. There are excellent schools listed for dressmaking, millinery, stenography, automobiling, teaching, nursing, engineering, pottery-making, watchmaking, drawing, music, telegraphy, piano-tuning, printing, and many other subjects. The work of the Vocation Bureau, the Girls' Trade Education League, and of the Women's Municipal League all illustrate how valuable to the public schools may be trained and earnest associations of volunteers. The school authorities of Boston are in touch with all three organizations. Among the best school experiments are those where expert and amateur go hand in hand, blazing a trail through unknown woods.

The Philadelphia Public Education Association, long noted for its enlightened and steadfast service to the schools, made in 1912 an admirable report under the alluring title of *The Child, the School, and the Job*. What firm footing do not the Saxon words suggest! This study was made at the distinct request of the Philadelphia School Board, to whom Superintendent Brumbaugh wrote: —

There is need of a comprehensive study of this entire problem (the relation of child labor to education) and while it is a legitimate function of the Board of Education to support such a study, I am of the belief that certain volunteer associations of this city, composed of many patriotic citizens, would gladly undertake the study without expense to the taxpayer, if your body were to indicate your desire for such a study and offer such coöperative support as to you may seem wise.

The Public Education Association at once offered its services in making such a study, and in July, 1912, a Bureau of Vocational Guidance for the pupils of the public schools was established by the school board. In the report of the Public Education Association the proportion of children entering factories, stores, housework, offices, and street trades was given not only in dry percentage tables. A clever cartoon pictured the same facts in illustrations of boys and girls doing the particular job, from the forty-three per cent of factory employees with their bobbins down to the wee figure of one and one half per cent calling out newspapers. In this case, as in practically all cases of effective vocational guidance, the Public Education Association had direct access to the school records, and the attendance officers agreed

to add to their regular inquiries questions concerning the kinds of industry and the wages received by children of fourteen to sixteen. The report showed: —

1. That the problem of the working child in Philadelphia is not an immigration problem; over half of those reported as at work are of the second generation of American birth.
2. That it is not the problem of the boy alone, since over forty-nine per cent of the workers are girls.
3. That the employments chosen offer a relatively large initial wage, but little chance for improvement.

Employment Supervision

The school of Civics and Philanthropy in Chicago has since 1911 guided a small experiment in employment supervision, thus carrying one step farther the idea of vocational guidance. Names of boys and girls who leave the truant school and several of the grammar schools are given to the head of the School of Civics and Philanthropy, and through trained workers the school places these youngsters in situations fitted to them. It is a new and a delicate task. It does not yet lie within the usual radius of public school work, though the enlarging of the swift-growing school

sphere seems rapidly to be bringing even the actual placing of children in positions within its scope. This is just the moment for trained help and financial support from outside the public school department. School authorities cannot wisely ask from the city an appropriation for a very uncertain experiment. The idea of vocational *training* has come down solidly to earth and has taken root. The schools are facing, with some hesitation, the difficult problems of vocational *guidance* and actual *placing* of boys and girls.

It is at this stage that trained amateurs — free from the financial restrictions of a defined budget, free from pressure to do for the whole town what they do for a single school, free largely from disaster if the experiment fails — can help the schools. The history of the experiment in Chicago is of value to all enterprising schools.

The Chicago School of Civics and Philanthropy, a joint committee from the Woman's Club, the Chicago Association of Collegiate Alumnæ, and the Woman's City Club, united to make possible this experiment of placing children leaving the grammar schools. They have had, in addition, the salary of two paid workers, one given by the Chicago Woman's Aid, and one given by the Association of Commerce, help from

the residents of several settlements, and coöperation from a number of other clubs.

In 1913, the board of education gave quarters to the placement workers in the school committee office, under the definite title of Department of Vocational Supervision, supplied their clerical and office expenses and gave them careful oversight. The workers in 1913 were holding office hours in sixteen different schools and receiving at these offices children from sixty-four other schools. It is suggestive that this association, originally meant to find the best *employment* for children, has more and more come to urge boys and girls of fourteen to sixteen to stay in school. The department finds so little opportunity for skilled and healthful employment for children as young as fourteen that an important part of its aim is stated thus: —

1. To encourage boys and girls to remain in school and to continue their education after leaving the elementary school.
2. To refrain from suggesting to the child the possibilities of going to work before it is absolutely necessary.

The vocational supervision department finds that the majority of the children who ask for advice about work can well afford to return to school,

and also that there is little good employment for children between fourteen and sixteen, and that every day fewer employers are taking them. In view of these facts, the wise directors are studying the industrial opportunities for boys and girls in the neighborhood of the free vocational schools. They hope to persuade employers to send their young helpers to such schools for at least a few hours each week. Thus a society started outside the schools is encouraging children to continue longer at school.

A Placement Bureau

There are times when one sharp-pointed experience will stab our spirits wide awake. Here is a true description of wasted youth that makes any reader long to help: —

A TRUE STORY

On the last day of last January, John Panello, aged fifteen years and five months, graduated from a public grammar school in New York. On the 20th of February he got his "working papers" from the board of health. In school he had been fond of arithmetic and from childhood had wanted to become a bookkeeper. But the classroom had become irksome to him, and his parents, financially comfortable, had just "taken it for granted" that he would go to work

after graduation. He received no answer to his first application for a job — that of office-boy in a place where he hoped that he might work up to a position as bookkeeper. So during the first three weeks after leaving school he spent his mornings looking for work and his afternoons gathering bits of wood with another boy and selling them around the neighborhood for kindling.

His efforts finally got him a job as errand-boy for a dyeing and cleaning establishment. Five dollars a week were the wages, and tips amounted to a dollar or two extra. At the end of one week the boy who had had the job before came back and John was "fired." He thought that if he could have stayed there five years he could have "got ahead."

After a day's hunt he saw a sign, "Boy Wanted," and was taken on by a firm manufacturing ladies' hats. Here he swept the floor, ran errands, and helped to pack. At the end of two weeks, during which he had been paid $4 a week, he left because "a feller who had been there four years was getting only $6 a week."

Before leaving, he had been lucky enough to get a promise of a job with a millinery firm. At first his work consisted in "going for stuff to the first floor," then he ran a crimping machine, and next was detailed to "get the cord downstairs for the men who make rugs." After a week and a half of this, during which his wage was $4.50, "another feller said, 'Come along and learn carpentry,'" so John got a job at loading and unloading wagons for a firm that made

wooden boxes. He was soon allowed to sandpaper the sides of boxes with a machine, and then was put at cutting out sides for boxes with a circular saw. One afternoon he reversed the elevator suddenly and burned out the fuse; so he hurried home, afraid to meet the elevator man. When he learned next day that the boss was going to move to Staten Island, he decided to quit, though he was getting $5 a week. He had been with the firm two weeks.

During the next three weeks John did five different kinds of work for a manufacturer of jewelry and notions. He was making $4.50, but when a man said, "Come along, I've got an office job for you," he quit. The "office job" consisted in acting as shipping clerk, running errands, answering the telephone, and sweeping the floor for a manufacturer of artificial flowers. He is still there, getting $5 a week. He does n't think much of the work. "What can I learn there?" he asks.

This true story came out in the *Survey* in 1912, and almost at the same time a minute experiment in placement work was begun in Roxbury, a district of Boston. For some years there had been vocational guidance in Boston: that is, a boy or girl would be told about different trades and given good advice about them. The initial step toward getting work was taken, but the boy of fourteen does not march by himself, — you must

take more than a single step with him. It will be some time before he can walk alone in the confused and narrow path of the working world. He needs not only advice, but recurrent help. If he falls down in a place, he must be picked up. If he stumbles, — and who among us does not, — he must be braced to new effort to hold himself upright. All careful investigation and experience show that boys of fourteen to sixteen, left to themselves, drift from one job to another or fall to loafing on the streets till Satan finds suitable mischief for their idle hands to do. In the effort to relieve Satan of a part of this care, the Placement Bureau was started in May, 1912, by the Children's Welfare League of Roxbury, with financial help from the Educational Department of the Women's Municipal League and the Girls' Trade Education League. The intimate coöperation of this group of workers with the Boston School Committee is shown by the fact that the headmaster of one of the schools was made chairman of the Committee on Education and Employment. The School Committee granted the list of names of June graduates from five schools near by and gave offices in one of the public school buildings. The work was begun by interviews with the children needing work and their teachers

and parents. Then in June came a week of talks and practical excursions for the children. The schedule for one day reads thus: —

Wednesday, June 26 — 9 to 12

General Topic.	How to apply for a position, with practical demonstrations.
Speaker.	Mr. James F. Coburn, Filene's Department Store.
Excursion.	(Boys) Wentworth Institute (machinery).
	(Girls) Telephone School.

On the 1st of July, 1912, plans for actual placement of the eighty-three children said to need employment were finished. Seventeen were found to be under the legal working age: seven decided to return to school, and one was unfit for any work. This left fifty-eight of the group to be placed. Others applied later, and one hundred and ten were finally placed; sixty-four by the Bureau and forty-six by parents and friends. The children were asked what work they wanted to do. Their answers were pitifully meager. Ten boys had no choice, and the rest looked mostly to store work. Only twelve expressed individual tastes, seven embryo machinists, three electricians, one farmer, and one theater usher. The

girls looked also to stores and office work. Only five of the twenty-nine expressed the desire to be nursemaids. Hardly a child wished to follow his father's trade; hardly a father wished his boy to choose the same work.

For several weeks it was difficult to find suitable places for these immature, untrained children, but, gradually, carefully traced advertisements and circular letters to selected employers won their way and offers began to come in. Each place was personally investigated and a child fitted to it was chosen. Then, to develop initiative, the child was sent alone, but with a note to the employer, who was asked to fill out and return to the Bureau the date of employment and wages given. The positions chosen included shipping, machine work, electricity, engraving, typewriting, office work; the wages varied from four to six dollars a week. Nearly a thousand applications for workers were received between June 1, 1912, and June 30, 1913. After a year's work the Placement Bureau reports that 1781 children have been actually interviewed, registered, and followed up in their occupations. These children came from sixty-six of the seventy-one grammar schools of Boston. Many were persuaded to go back to school. Of those employed, ninety-five

per cent of those reported were doing good or excellent work; sixty per cent were still in their first positions, and twenty-five per cent in their second; only four per cent had made frequent changes.

The Placement Bureau makes its test of success the permanency and satisfaction of the tie between employer and employee. The children and parents are seen; the employers are asked for suggestions as to how a boy's or girl's work can be improved. These interviews strengthen not only the working interest and ability, but the human touch. One generous employer offered to loan a boy sent to him sufficient money to go to a business college and thereby earn more wages.

The Placement Bureau, therefore, does more than place children. It helps to keep them in place. Once in every week or two the employer is asked how Johnnie is getting on; Johnnie's parents are asked; Johnnie himself is spurred on to work and contentment. Even a skittish horse keeps straighter on his path for a friendly voice and a guiding rein. Is it not significant that two only of the unbroken, coltish boys for whom the Placement Bureau secured work during the first summer lost their places?

Among the best ways in which private associa-

tions can help solve the problems of the public schools is that of the initiation of new and often expensive experiments in the line toward which the arrow of progress flies. Placing at work and holding to interest in the right work is surely a function either of the school itself or of some private society closely in sympathy with the school. The Placement Bureau is a peculiarly effective bit of coöperation between the public schools and organizations interested in them. It has called out the help not only of the Children's Welfare League, the Women's Municipal League, the Girls' Trade Education League, but of the Chamber of Commerce, the Consumers' League, and groups of students from Harvard, Radcliffe, and Wellesley College who gather information regarding the establishments employing boys and girls.

Experiments like those in Chicago and Boston may well be repeated or rather reënacted, for under other conditions they would not be the same. Watch a child cross Broadway: he may start carelessly, and then, terrified by the noise, rush back to the sidewalk; he may go headlong and land breathless on the other side; he may stumble and fall, with danger of being run over. It is more difficult to cross the gap between school and work

than to cross Broadway. The untrained, unguided boy or girl of fourteen to sixteen is usually unhappy in his work and useless to his employer. "I would rather pay an untrained boy of fourteen to keep out of my office than to have him in it," said a kindly merchant last year.

Business men are welcoming the efforts of the Placement Bureau. "It is the most practical experiment we've encountered in many a day," they often say. The schools can well afford to watch such experiments in aid of their graduates. More help will spring up if the schools ask for it.

Vocational education and industrial training on the one hand, and the investigation of industrial opportunities on the other, are throwing out splendid girders toward one another, but the meeting of the two at the central arch will never be consummated until placement is a part of the masonry. The logical goal of all vocational education of teachers, of parents, or of pupils, the establishment of industrial and continuation schools, the compilation and distribution of charts and handbooks, the investigation of industrial opportunities should be the fitting of the child not only *for* but *into* his lifework.[1]

[1] Helen W. Rogers, *The Placement Bureau.* *Bulletin of Women's Municipal League of Boston*, December, 1912, p. 32.

Classes in Salesmanship

Part-time schools are emerging on the public school horizon. They are already compulsory for children at work up to the age of sixteen in Cincinnati and in Cleveland. In 1913, Massachusetts passed a similar law requiring part-time schooling for children up to sixteen when so voted by the school board of any town or city. With part-time schools comes the demand for a new kind of teacher, trained in industry, trained in sympathy both with children and employer. In this training of teachers and the working-out of methods, wise volunteers have already greatly helped.

In 1906, the Women's Educational and Industrial Union of Boston opened a class in salesmanship for girls. It was an uphill road the first year; only six girls joined and their training in actual selling was limited to the small food salesroom of the Union itself. But in 1907 six of the leading department stores of Boston agreed to lend their help and sanction to the plan. The superintendents of these six stores formed an advisory committee for the school and met once a month with its director for discussion of the common needs of the shops and the school.

Thus the school began to realize and to meet the needs of the stores and the stores to appreciate the value of distinctive and intelligent training for their salesgirls. More than this, the alliance between school and store became a genuine friendship and guardianship. The relation between employees, customers, school-teachers, and shop-owners, a relation stiffened and strained by the overwhelming size of modern commerce, was drawn back into a personal human tie.

After a number of experiments as to hours and wages, the following plan has been worked out: The girls are engaged by the stores as saleswomen and are sent by the store managers to the school of the Women's Educational and Industrial Union. They come to the salesmanship school from 8.30 to 11.30 A.M., and spend the rest of the day at work. The stores pay them full wages for a three months' course, deducting nothing for the hours spent in school. The gain in efficiency seems sufficient to warrant not only full pay for part-time work, but increase in pay as the years go on, relatively above that of the untrained saleswoman.

The school course includes business arithmetic. The truly practical question, "How much would $\frac{7}{8}$ of a yard of ribbon cost at 19 cents a

yard?" arouses puzzled looks and biting of pencils in many a student, yet it is the type of problem with which saleswomen must constantly deal. The students are taught to spell technical or difficult words; they study the different textiles that they will be called on to sell; they are given physical training and taught simple hygiene. Best of all, they have salesmanship discussion based on incidents noticed in the store, and through demonstration sales, observation, and teaching they learn something of the vagaries of that multiple animal whom storemen call the "real boss of the store," — the customer. One saleswoman complained that a customer of the undecided type of mind bought nothing, though every article of the kind she desired had been laid before her. The teacher suggested that the saleswoman would have been wiser to have shown only a few goods. The undecided customer feels the embarrassment of too rich a choice and goes away confused and empty handed.[1]

These classes in salesmanship have many interesting aspects. They have undoubtedly increased the wages of the girls employed as contrasted

[1] See *Annual Report of the Women's Educational and Industrial Union of Boston*, and the *Report of the Massachusetts Board of Education on Part-Time Schooling*, 1913.

with those of untrained saleswomen.[1] But the lessons have done far more than this. They have increased the interest of the employee in her work and of the employer in her welfare; they have raised the ethical standards of buying and selling and the attitude of courtesy and fairness to customers; above all, through these private classes a clearer light has been thrown on the problem of courses and teachers for part-time schools. The Women's Educational and Industrial Union has the spirit of a true pioneer. As soon as the classes for employees in salesmanship were successfully run, the Union initiated classes to train teachers. The work in salesmanship requires a new kind of teaching. How can we get teachers? The Union answered by making a small beginning. Fifteen teachers, trained not only in the school of salesmanship, but by actual store practice on Mondays and during holiday seasons, are already going out over the country to spread the knowledge of salesmanship. They hold positions in Chicago, Cincinnati, Kalamazoo, and Hartford, as well as in Boston.

[1] "Thirty-one per cent received $6 or less before the training. After the training, only 7 per cent received $6 and none received less. Before training, only 11.8 per cent received more than $8 a week; after training, 42.7 per cent received more than $8 a week." From the *Report of the Massachusetts Board of Education on Part-Time Schooling*, 1913.

VOLUNTEER HELP TO SCHOOLS

Such an experiment as this of the Women's Educational and Industrial Union deserves a central place in any account of private help to the schools. The Union foresaw a need and responded to it before the school authorities were ready or able to meet it. After six years' work they have convinced the department store manager of the value of such training, and through their influence two public high schools in Boston have begun to teach salesmanship.

Though the Union's classes have necessarily been a large expense each year (over $3000 in 1911), the work has not been dropped nor shirked in any detail. The school keeps an exact record of the history of each pupil before and after her entrance and makes an annual record of her position and wages afterwards. This school in salesmanship is a single example of training for vocation that is being given by private associations in a number of cities. Such experiments are significant. They prove the loyalty of our citizens to education. They should also prove an inestimable boon to public school superintendents.

VI

TRAINING FOR CITIZENSHIP

Moral Training

MORE and more lovers of the public schools are asking that they give at least the nucleus of training for the coming ties of civic and family life; and to train boys and girls for their social ties is necessarily to give them moral training.

There are examples throughout the United States of the initiative of clear-sighted and original public school-teachers in carrying on definite plans of moral training. Miss Jane Brownlee's union of lessons in morals with miniature school citizenship, worked out in Toledo, Ohio, is well known and valuable.

Acting, too, has been used in school life for distinctly ethical purposes. Mrs. Lena D. Burton, with the help of Miss Marian K. Brown, a Boston teacher, wrote for pupils to act and gave in several schools a genuine little morality play. The play, with its naïve list of good and bad characters, shows vividly the temptations and final victory of "Everychild." In South Dakota the adoption of a special textbook for ethical

teaching was due to the direct coöperation of the superintendent of schools with the educational association.

The contribution of ethical stimulus coming from outside the schools is also large and significant. Among the earliest plans for moral training in public schools was that invented by a clergyman, Mr. Milton Fairchild, then of Albany, New York. He realized the part of eyes as well as ears in receiving strong impressions, and originated the idea of visual instruction in morals. His most successful lecture, illustrating fair play in sport, has in many a school held thousands of lads attentive and thoughtful. Mr. Fairchild shows picture after picture of right or wrong conduct in athletic games, and with each picture speaks, impersonally, a brief sentence or two which falls into the boy's memory almost without his being aware, so absorbed is he in the picture before him.

This plan of using vivid pictures to instill and record moral lessons is likely to be fruitful and permanent. Already educational moving pictures are impressing indelible lessons through films such as those of the Educational Department of the General Film Company. A war-time story of the struggle between love and service to

the nation rouses patriotism, the story of Enoch Arden drives home honor to family ties, the day's work of a district nurse illustrates helpfulness.

Mr. James T. White, of New York, has offered his contribution to moral instruction in a plan of character-building through biography, a plan indorsed by the Committee of the National Education Association appointed to study and recommend methods of moral training in public schools.

Insight into Civic Conditions

The City History Club of New York has been in existence over eleven years and estimates its enrollment of children during that time as 15,000. It gives free classes in civics, takes children on excursions to study places of historic importance, and organizes debates among its members on important questions of the day. Better still, the members of the City History Club go, in the charge of teachers, to meetings of the board of aldermen and to see actual methods of street-cleaning and the care of public grounds.

The School City planned by Mr. Wilson L. Gill of Philadelphia has been adopted by many public schools. All such forms of Junior Citizen Clubs and School Cities are planned to give the children a genuine though minute knowledge of the mean-

ing of citizenship through a taste of the experience itself. Little children in the second grade surprise you by seeming to understand how to organize (under Mr. Gill's direction) a miniature city with its mayor, aldermen, common council, and police. Their duties, undertaken with the teacher's approval, are very limited, — they pick up papers, keep slippery banana peels off sidewalks, order the overshoes into neat rows, and help to subdue whispering in school; but the responsibility is genuine and definite, and under the right direction the child comes to realize that he and the city have ties and duties.

Another spur to good citizenship is given by the Traveling Exhibit of the Women's Municipal League of Boston. This exhibit easily occupies a school hall. Its method might be called the "Contrast of Good and Evil." Its aim is to make boys and girls realize the value of, and therefore help to support, the city regulations for health and decency. There are shown side by side a clean and a dirty market. These are of a size to fit a table six feet long and two and a half wide. The floor of the clean market is neatly covered with oilcloth. In a tall, upright case, glassed in, are shown bread and pastry, and in a low, horizontal case, also under glass, food that is to be eaten

without cooking, — celery, candies, cakes, and berries.

The dirty market is a lurid contrast to the clean one. Heaven and hell could not be farther apart. A worn overcoat rests upon the table and touches the food. Wilting salads and speckled candy are exposed, and metal flies on stickpins cry out against the evil state. Soiled newspapers are on hand for wrapping-paper. A papier-mâché dog is poking into the vegetable boxes on the floor.

In addition to the clean and dirty market-stands, the Traveling Exhibit shows models of well-kept and of badly kept tenements, photographs of clean and dirty streets and barns; and cases made for keeping milk cool and clean at small cost. There are also photographs of classes at work in trade schools and charts showing where such teaching is given.

The head-masters and teachers in the Boston high and grammar schools welcome this exhibit and make application to have it placed in their schools for a week or more at a time. Every day after the school session the children troop in to hear talks about each part of the show. Interested teachers often have their classes write compositions on what they have seen. Many children

of foreign-speaking parents are already buyers for the family. One of the older pupils writes: —

One day as I was standing in a small grocery store a girl came in and bought some oysterettes. After she had gone out, as the storekeeper was putting the box back in its place he dropped it, and the oysterettes were scattered all over a very dirty floor where every one that came into the store walked. He picked them up, put them into the box, and I asked if he could sell the crackers now, and he said, "Of course. What else should I do with them?" I should n't care to buy in that store now, as I should imagine that other things and uncleanly things might be done.

Appointment by Merit

A different type of training for citizenship is carried on by the Women's Civil Service Reform Associations in Maryland, New York, and Massachusetts. An important part of the work of these societies is to give teachers help in training children to reject the spoils system in public office and to see the value of appointment by merit. Excellent pamphlets have been written by men of the distinction of President Charles W. Eliot and Charles J. Bonaparte. These, with other articles simply written for children of the high school and later grammar grades, are widely used as lessons and material for compositions. The

auxiliaries do not confine their work to schools within their own State. They answer requests from every State in the Union. One auxiliary alone distributed during its eleven years of existence half a million pamphlets. One hundred and fifty thousand of these were sent to grammar schools and nearly two hundred thousand to high schools. In every case the principal agreed to make them the subject of a special lesson. In a number of schools a speaking contest is held at the end of the season, and a bronze medal designed by a pupil of Saint-Gaudens and bearing the motto, "The Best shall serve the State," is given for the strongest paper in favor of civil service reform.

It is a moving sight to see a boy of fourteen stand on a platform before a large audience of citizens and eloquently point out the value of appointment by merit. It is still more significant when an enthusiastic teacher, using the pamphlets on civil service reform, spurs her class to a zealous interest in good government. I recall a teacher in a small city whose boys became so animated over right methods of government that their teacher let the class appoint a committee of three to study commission government. Armed with questions prepared by the class, the three delegates, pale

and eager, visited the commissioners of a neighboring city who received them courteously, if with a smile breaking the firm contour of their lips. Back came the boys ready to support government by commission, and, what is more, roused to a genuine interest concerning the political duties in which they were soon to take part.

From the superintendent of schools in Arkansas City, as from many other cities, comes a message such as the following: —

We will gladly promise to use the pamphlets according to your stipulations; that is, make them the subject of study in at least one lesson in civics or history. They will be so helpful in our work in civics and history that I feel we ought to make a large place in our program for a careful study of them.

In the report of the National Municipal League for 1907 a notice is given of this work: —

In Massachusetts the Women's Auxiliary of the Civil Service Reform Association has rendered splendid service in the cause of good government. It has fairly deluged the state with knowledge of the merit system and built up a powerful public opinion in favor of clean and just conditions. It did not enter politics but helped to give politics a moral basis. It started its work in the right place in the Massachu-

setts public schools in building up the good citizenship on which the future of a government by the people depends. That kind of work is fundamental and is peculiarly the work of women.

A Course in Citizenship

In the spring of 1913, the schools of Roxbury, Massachusetts, and its neighborhood were startled by a children's strike against the new rule of double school sessions. Boys and girls broke windows, battered doors, howled, and made night hideous. The revolt was soon quelled, but its significance, as a symptom of an age of restlessness and lawlessness, cannot soon be forgotten. What can be done in the schools to prepare our future citizens for a life of loyalty, order, sympathy, and service? One answer has taken definite shape in a set of stories, poems, and suggestions for talks to children called "A Course in Citizenship," planned by the Massachusetts Branch of the American School Peace League. The aim of this course is to rouse and sustain in children the practice of good will.

For two thousand years the words peace and good will have been associated together. Peaceableness is an elderly, a sleepy kind of virtue. Good will is the active side of peace, and a virtue

far more appealing to youth. The intent of the course in citizenship is to develop in the lives of children, from the first grade to the end of the eighth, an enlarging sympathy through service. The first grades accent ties of home, school, and playground, but with the third comes a wider appeal to good will toward the neighborhood. Gradually, as the child's interests enlarge year by year, ties to the city, state, nation, and the world are dwelt upon. The authors of this course in citizenship hope that through sympathy and service to home, neighbor, or nation these great ties will be so honored and loved that they cannot wantonly be hurt.

This course in citizenship illustrates direct and effective interworking of the school and the public. Suggested by the Massachusetts Branch of the School Peace League, prepared largely by teachers acting in a private capacity, indorsed by superintendents all over the United States, it finds its way to valuable service in the public schools.

VII

TRAINING FOR FAMILY TIES

It has long been the line of least resistance to let boys and girls grow up haphazard about their future ties to one another. This silence is no conspiracy, it is just the opposite. It is a lack of thoughtful and noble conspiracy among the fathers, mothers, older friends, and teachers to bring to boys and girls the best there is to give in solution of the most difficult and enriching problem in life. This failure to untwist and direct the ties of youth is natural enough. It takes a patient and a delicate hand to disentangle a wandering vine of clematis that has wound itself about a cedar instead of climbing up the pillar prepared to hold it. It is not a matter of untwining one tendril only, but many, and if you are impatient, they break and the young leaves wither.

A strand mingled of right and wrong instincts holds back Americans from talk about love and religion. Rightly men feel that knowledge of facts is not enough. Rightly they feel that religion and love are hurt unless they are spoken of from above the level of ordinary living and by

one who knows whereof he speaks. Certain truths cannot be spoken by polluted lips, and because our daily thoughts are on the level of bread, butter, clothes, and dollars, there seems to be no good time to speak of sex. No *good* time, — that's just it; but it is we, not the time, that is not good enough. On the other hand, our drifting silence is often weakness rather than strength. There is a shirking tendency in me to shift the responsibility off on you. Neither of us will ever be wise enough to speak, nor good enough, yet the task must be undertaken. Time and youth wait for no man. A boy outgrows his coat. The sleeves get tighter and tighter as he grows longer and larger, till something tears. Boys and girls grow up day by day, outgrowing old feelings and forming new ones in relation to each other; the special moment to speak is not insistent till it is forced by a danger signal. Something tears.

Sex Education

In the last ten years the schools, feeling almost overwhelmingly the need of all resources in meeting this intricate problem, have called for help, and the lovers of youth in unofficial places have suggested the best they know (often pitifully little, indeed!) by way of support. So tentative as

yet is this movement for training of social standards that the available facts barely convey the significance of its depth, its range, its persistence. Ask yourselves what, in your own experience, it has been that kept you at the best and freed you from temptation in personal relations? You will find answers that apply also to what the public schools and intelligent friends of the schools can be trained to give.

1. Sufficient knowledge to dispel false information and to impress the need of moral steadfastness in difficult situations.
2. The heightening of standards through friendship with lovable people and books.
3. Practice under guidance in a varied range of common social interests.

The most assertive and often the least successful of the attempts to train boys and girls for their future family life are these of direct instruction in what is facilely and falsely called sex hygiene. Here and there, indeed, a skillful, big-hearted man or woman, — a doctor, it may be, or a leader of the Young Women's Christian Association, — clears, with the rain of cool, scientific fact, the dusty bypaths of unclean speculation. Such help is needed to cure morbidness of body or mind. Straight facts turn aside crooked wonderings.

Yet knowledge is but a paper shield to withstand the piercing sword of temptation. Officers in the army warning their soldiers of the danger to health forbid them to drink from polluted streams. A present thirst drives future sickness into dim oblivion. Every doctor knows that raw oysters may carry germs of typhoid fever. Do doctors eschew raw oysters?

Knowledge of sex issues must be far more than knowledge; it must be education, not information; for information, if it goes no farther, does not move to right action. "Let me steer you along these dangerous rocks." So far good, but you must row while I steer. If there is no one pulling hard at the oar, steering is impotent. Moral life must be in motion before we can even help to guide it. Therefore, instinctively and wisely, playground leaders, folk-dancers, managers of boys' and girls' clubs, have roused and shared enthusiasm for games before they began to offer moral help. The longest way round is here the shortest way home, for knocking at a closed door does not constitute admission to the house of a soul. The knowledge boys and girls need is not plain facts but illumined facts. They need two things that may be called knowledge, though they include far more than knowledge. First,

like a chauffeur handling a powerful machine, they need to know, "Round this corner there is a dangerous hill, — view obscured, — drive carefully"; and next and far more important, they need to see down a vista into the nature of human ties. Such vision can best come through intimacy with a wiser friend.

Among the best teaching united to friendship with girls and boys I place that of Miss Laura Garrett, of New York. She is giving herself liberally to help parents, teachers, children. Her teaching has the quality of geniality, variety, picturesqueness, and above all, humor, — a quality often forgotten in the earnest presentation of a strained subject. The quality of humor is not strained. In Denver the Mothers' Congress initiated and supported the work of Mrs. Anna Noble in teaching a group of girls in the seventh and eighth grades. The classes met by permission of the school committee in the assembly room. Play and comradeship together evolved intimacy. There were days for picnics, basketball, folk-dancing, and talks on general hygiene. The classes came to include girls from twelve to nineteen years of age. More and more circles of girls were formed to meet the demand. Incidentally questions of right and wrong in the relation

of one sex to the other arose. The meaning and place of conventions and the ideals of friendship and family were discussed. After some time, the school board, seeing the value of her work, gave Mrs. Noble an office in the high school. Here parents and daughters came to ask help, or daughters brought a note from their mothers asking Mrs. Noble to talk with them.

Finally, in 1913, the school board adopted Mrs. Noble's plan. She now works especially with high school girls helping them to meet in the best way, both physically and mentally, their coming social ties. Mrs. Noble centers her talks about the idea of service and brings up the following topics: —

Responsibilities of a Girl

GRADES NINE AND TEN

Work —

The joy of work well done. Good work dependent upon good tools. The body the tool of the mind and spirit. Physical hygiene and development.

Inheritance and Environment —

What we are and what we may be. Responsibility to the future generation. Building up of desirable traits. Elimination of undesirable.

Responsibility and Work —

(*a*) *Social*—

Choice of friends. Making of social standards. Proper amusements. Expense. Dress. Chaperonage. Responsibility of the thoughtful girl to the girl with false social standards.

(*b*) *Industrial*—

Choice of vocation. Dangers to girls in the business world. Responsibility of the girl in the safe sheltered position to the girl in danger.

(*c*) *Home*—

The girl's relation to her own home and to the home-making of the future.

GRADES ELEVEN AND TWELVE

Home-making and Child Study

The Home —

Economic standards of home-making.

Hygiene of the home.

Beauty of the home.

Ideal mental and spiritual relationships of the home.

The Child —

Physical development. Proper clothing, bathing, food, sleep, exercise, and environment.

Mental development. Cultivation of the will.

The State —

The home hygenic, the home beautiful, the home

moral in relation to the life of the community and state.

The child mentally, morally and physically developed, a unit in an ideal community and state life.

Health is always health *to do something with.* Even moral health, the power to resist temptation, is not to be sought in lonely self-cultivation, but for an aim, a place, a person, a vision. Mrs. Noble wisely adds to her talks about hygiene that of the choice of work and the care of little children. We cannot hold steady against temptation unless we are supported by something we love and look up to. At the root of all her work Mrs. Noble places friendship.

Supervised Recreation

In the last century medical school training meant chiefly book-work. Now it gains strength by the actual practice of medicine under direction. So the best training in social ties is that of practice under guidance. A number of private societies in different cities are preparing boys and girls for better ties of friendship and affection by bringing groups of them together in the school buildings, under careful supervision, for choral singing, theatricals, dancing and other games.

TRAINING FOR FAMILY TIES

Boys and girls just out of school or at part-time work are hungry for society, so hungry that, like most of us, if they can't get the best, they will seize the less good. In one large schoolhouse, whose use is granted by the school committee, the private society which runs the dances issues an attractive red-lettered program of dances, thus: —

Abraham Lincoln School.
Supervised Public Dances.
Every Saturday Evening.
Waltz.
Two Step.
Schottische.

Dancing Regulations.

The management reserves the right to stop any improper dancing. The position known as the waltz position shall be observed. The turkey trot, or one step, will not be permitted.

An important though indirect way of training for ties of friendship is that of giving boys and girls keen interests and resources in common. In Boston an experiment in social training, wholly initiated and run by a private association, was after a year's trial adopted by the city schools. In October, 1911, the Committee on the Extended Use of School Buildings of the Women's Munici-

pal League of Boston opened a social center in the East Boston High School. The school board gave the use of the building, heating and light, the committee paid the janitor's fee and all other expenses. The League's committee looked all over the country for a director with the right social ideals and training for just this work. The condition was made that the director should live near the High School and learn to know the neighborhood intimately before the center opened. During the summer the director made inquiries about the musical talent of the neighborhood, and when the social center opened in the autumn, he was able to secure members for several strong musical clubs. Two glee clubs were formed, — one of young women and one of young men, with a membership of about forty each; two orchestras, — one for beginners and one advanced enough to give entertainments; a drum corps of lads from fourteen to sixteen years old, and a brass band of eighteen instruments. The initiative of the muscial clubs was felt in every part of the social center. They formed a natural nucleus organized at the outset. During the autumn a girls' folk-dancing class of seventy with a trained teacher, a young men's athletic club, and two dramatic clubs were organized. The girls were

given classes in plain and decorative sewing, and thirty of the younger girls were taught games, stories and songs, paper-cutting, brass-work, and hammock-making, such as they might use in playground instruction or in vacation schools.

All the members thought of these clubs as their own; they contributed weekly dues; they paid by installment for the musical instruments and the sewing material. The spirit was not that of classes, but of clubs, — clubs each with a responsible president and treasurer, a constitution and rules. Not at first, but after the leaders had created social standards, the young men and women were brought together through a series of dances. These were well managed by an alert committee of club members. All who saw the large gymnasium full of happy and orderly young men and women must have felt the value of opening schoolhouses in the evening with clubs under trained leaders. In many neighborhoods there is no other meeting-place but the street or the public dance-halls. One young man told the Committee on the Extended Use of School Buildings that these dances gave him the only opportunity he had had since leaving school to make the right kind of friends.

The East Boston Center proved so successful

that the school committee adopted both its policy and its director and maintains four of a similar character in different parts of the city.

It is significant that in this case (as in a number of others in Chicago and New York) the work of the private association did not end with the adoption of its evening center by the city. The school committee at once asked the members of the Municipal League's Committee on the Extended Use of School Buildings to become an advisory committee on evening centers. It asked the League to keep definitely in touch with each center, suggest any improvements they found desirable, and rouse the active support of the neighborhood. The League accepted this responsibility, secured a woman of generous, sympathetic nature to interest the neighborhood in the success of its own center and gave the services of two placement secretaries to talk with boys and girls already at work who came to the center for recreation and advice.

The Choice of Books

In one of O. Henry's short stories there is a touching sketch of an underpaid salesgirl, living alone in a sordid hall bedroom with a single treasure in it, — a flaring picture of Lord Kitchener

in full regimentals. Temptation in the shape of an alluring invitation to fun, food and dancing assails her, but she takes a look at Lord Kitchener, and the glory of the hero whom she barely knows, but adores for his looks and deeds, holds her steady. The hope that art and literature of the kind to nourish a simple hungry soul may revive and sustain ideals has been a spur to many a helper of the public school. Throughout the country librarians are quietly, persistently, and devotedly suggesting the reading of books that give ideals of friendship. Librarians and their assistants realize daily what good and bad choices in children's reading may involve. In the Children's Room of a library situated in one of the roughest districts of a large city is a far-seeing librarian. Her soul is on fire to give the children who visit her room the kind of story and novel that will give true and loyal standards of love and friendship. She does not think her duty ended with stamping the date on a card. She is constantly talking with the boys and girls about the books they read, why they choose them, what they get from them. She is hungry to find more books that will open up, through biography or romance, the right kind of human ties.

The experiment has been tried by a worker

in the Boston Children's Aid Society of a course in novels. She takes interesting novels that give opportunity for a discussion of the ties between men and women and talks them over with a small group of girls. Her experience leads her to believe that this method is one of real value. Biography, too, is a largely untilled field in which lie the seeds of human experience in love and marriage. For those who do not easily read, story-telling and the vivid scenes of the educational pictures of the biograph give an excellent chance to bring future experience home. We are not yet using the resources of modern invention for the greatest educational ends, but these resources lie open to the genius who will see and command their uses in moral training. Will not some one take a few of the moving dramas of self-control, loyalty, devotion between men and women, and make them available to impress standards of reverence, honor, and constancy on the lives of our boys and girls?

Indirect Training for Social Responsibility

The examples given above suggest a few of the varied ways in which volunteers are trying to back the schools in their efforts to train and develop true relations between boys and girls. The greatest hope in this training for family ties

springs out of the eagerness, thoughtfulness, and wide variety of the people who now are looking the problem in the face instead of staring at its back. We find associations of many kinds each doing its part, directly or indirectly, to solve this problem. Home and school associations bring parents and teachers together in social meetings. The talks about children's health or work lead naturally and in many cases effectively to the discussion of more subtle problems. Young Men's and Young Women's Christian Associations bring to bear the purifying forces of their religious zeal. Social settlements constantly use their games and clubs for deeper intimacy, and, through parents, older brothers and sisters, or through the children themselves, reinforce the public schools.

More and more wise men and women see that discussion of disease or fear of consequences is an antiseptic treatment that may kill healthy tissues along with the diseased. It is *aseptic* treatment, purification of the soul as by fire and water, through work, through athletics, through friendship, through loyalty to family ties, through absorbing ideals, that is the mainstay of the schools themselves and of those who try to help them. These are the temptations to right doing whose

music deafens to the siren lure of wrong. And therefore, when we trace back to its roots the unflagging zeal of a volunteer playground leader, we find his faith that through the opening of play the secrets of boy hearts will be revealed. To each boy he gives the deeper secret of a man's experience of life.

The classes in salesmanship, carried on by the Women's Educational and Industrial Union of Boston, are primarily a training for work in department stores, but ask the eager director if that is the center of her interest. "No, indeed. What we do trains the girl for all her future life. Questions of right and wrong, questions of good manners, questions of habit, are constantly arising and we have a chance to talk them out with the girls. You would be surprised to hear how often they say, in response to some suggestion of improvement, 'Why, yes, that's right! I never thought of it before.'"

The home and school visitor, engaged by the Public Education Association of a large city, finds the teacher troubled about an unmanageable girl of fifteen. She is beginning to run away in the evening and stay away from home till late at night. One evening about eleven o'clock, she is seen crouching at the top of a high fire-escape. The

school visitor lures her down, wins her confidence, and finds that the cause of her wild flight is dread of being whipped by her Italian stepfather. Talks with the parents and the older sister, a growing friendship with the girl herself, may well save her from dangerous practices and lead her back to safety. In the hope of those volunteers who guide and pay for home and school visitors the part of friendship in strengthening character and preparing it to meet its coming ties is deep, strong and central.

The Hawthorne Club of Boston offered in 1913 a prize for the best answers to a series of questions on good and bad recreation. Teachers in the public schools encouraged their pupils to answer these questions, and the result was a bulky package of several hundred papers expressing, immaturely, of course, but with thoughtfulness and common sense, the ideals of boys and girls about social ties and pleasures. They wanted fun, they believed in dances, but at public dances you "heard bad things said"; you were thrown with people you could not trust. The girls definitely suggested good dance-halls where there were matrons and no drinking. They distinguished the right kind of moving-picture show from the wrong.

To write spontaneously on any subject plants one's ideas with stronger roots. As, among the judges, I read the papers of this group, I felt, despite a burst here and there of marvelous "high-falutin" language designed to win the prize, that moral thoughtfulness about recreation was being both expressed and impressed.

In Wisconsin, Professor Frank C. Sharp, of the State University, has started classes for ethical discussion in a number of the high schools of the State. Through these discussions training in logical thinking is gained. But something more intimate than logic springs up when we discuss the sources of lasting happiness and the conditions of true friendship.

People speak sweepingly of our age as a time of commercialism. It doubtless has this phase among many others, but there are deep springs of human hope and will that no drought of cynicism or commercialism can dry. Through blighting days they leap with unquenchable power. With an ancient evil springs an eternal conscience. The perpetual desire of good men and women is to sustain and strengthen the ties of family life. It is only within the last years that this desire has expressed itself in efforts to help the public schools.

Mistakes will be made, but, carefully watched, these very mistakes will be of significance, and, carefully guided, the movement, seen as a whole, cannot but accomplish good.

VIII

NEW DEMANDS ON THE SCHOOLS

As the array of offerings from the private citizen to the school is spread before him, the superintendent may respond, "All this have I done." It is probably true that somewhere in the United States the schools are already carrying on something of all the experiments initiated in other towns by private associations. In the City of New Idea, Mr. Swift Progress has of his own accord started recreation centers, placement bureaus, open-air rooms, but it is equally true that in Wayback Center, the superintendent, Mr. Move Slowly, would never have accomplished anything if it had not been for the Coming Era Club under the presidency of Mrs. Urgent. We cannot cleave a sharp line between what the schools themselves are doing and what private associations and individuals are doing for the schools. That we cannot is itself significant. It means that what outsiders are offering to the schools is, on the whole, of such value that it has already taken root in one or more progressive

schools. What was once a "fad" has become a "feature."

In her *Helping School Children*,[1] Miss Denison gives a striking list of activities begun in social settlements and now taken over by many schools: —

I. Settlement	*II. School*
Study rooms.	Study-recreation rooms.
Clubs, civic, social, educational.	Clubs, civic, social, educational.
Entertainments.	Social center parties.
Kindergartens.	Public kindergartens.
Athletics.	Public school athletic leagues.
Relief.	School relief associations.
Clinics.	Medical and dental inspection.
Visiting nurses.	School nurses.
Music.	School orchestras.
Gardens.	School gardens.
Playgrounds.	School playgrounds.
Home visitors.	Visiting teachers.
Vacation schools.	Vacation schools.
Night schools.	Night schools.
Open-air classes.	Open-air classes.

This list is important because it marks the success of many a pioneer effort of private associations to further the ideals of the schools. Here is a rich harvest. We have no reason to suppose that the contribution of the next fifty years will be in any way less. Properly cultivated and fertilized by encouragement from the schools, it is likely to be far larger. That the school authorities need to cultivate, prune, train, and enjoy the fruits of bounteous private gifts is my central thesis. As

[1] Page 16.

we face the school situation, such a conclusion seems necessary.

Two salient facts jut out in public school education at the beginning of the twentieth century.

1. That the so-called social activities of the school — movements for health, vocation, recreation, morals, citizenship — are making new demands on the strength of the teachers and the financial resources of the city.
2. That it is precisely in movements such as these that the wide-awake public is interested and ready to spend money and strength.

Put these two facts together and the moral is almost inevitable. We must train the interested public to give its money and its strength wisely.

Schools as Centers of Great Expectations

That the most progressive teachers and the city finances are overworked by the new demands on them, few people will doubt. The tidal wave of social service in the schools has come so fast that it has swept away all standards of regular hours and of old-time expenditure for schools. "Oh, yes, we give three evenings a week to vocational guidance now," said cheerfully a city principal. "No teacher expects to have his evenings free any longer." The demand on the financial

resources of poorer towns and cities is more and more being felt. In a number of instances, the State, following the lead of Massachusetts, is being called on to bear half the maintenance of approved vocational schools, but even with this aid, those towns that are rich in children and poor in property are feeling the strain of the new work. Some adjustment must be made, for the call for supervision by the schools of health, social life, play, vocational guidance and placement, is growing, not declining.

In February, 1909, I heard Mr. Henry Thurston, first probation officer of the juvenile court in Chicago, plead eloquently that the school should be the single authority in all social projects for children. Teachers, he said, know the conditions of juvenile crime and truancy. They should have charge of playgrounds. They must organize and carry on evening recreation centers. It is they who should give out licenses for newsboys and issue age certificates which will allow children to enter factories.

During the same month I heard Mr. Gustave Straubenmüller, of New York, and Mr. Edward Ward, then of Rochester, speak of the extended use of school buildings. They assured us that the school must no longer be open only by day, —

that it must reach out to help graduates and to give parents a place to talk over all that they want to talk about. Mr. Straubenmüller showed us a hundred lantern slides illustrating the use of the schools for all. We saw babies in swings and old men reading newspapers. We saw games of tennis and lessons in cooking. Everywhere the same ideal was insisted upon, — that our schools should serve all the people all the time, summer and winter, day and evening.

Early in March a new impetus from the education current came to me, through a speech before the Harvard Teachers' Association, by Mr. Henry Holmes, instructor in pedagogy. His subject was "Educational Progress in 1908," and so much progress had he found that it required fourteen thousand words to express it in condensed form.

He assured us that the best schools are undertaking to look after the health of all children. Teachers are learning how to test eyes and ears. School nurses are driving out contagious diseases. In some schools a dentist's chair is permanently established. Following abreast of the great march toward health, Boston and Providence have supplied an open-air school for tubercular and delicate children. Beginnings are seen of an

exodus of city schools toward the parks. Schools in hospitals and schools in the juvenile court are no longer dreams.

Not only health, but art and training for work are becoming a part of school. We are coming to appreciate the value of the dramatic instinct in children. President Eliot prophesies that all our public schools will, before many years, train their classes to express themselves through acting.

Most important of all, in its school outlook, is the new movement for vocational guidance. The time is coming when the teacher will not say good-bye to his pupils when at fourteen they leave the school. He will follow his graduates; equip them for and assist them toward useful work.

Mr. Holmes's report of educational progress was made five years ago. Since that time the continuation school movement, including the supervision of all children until they are sixteen or seventeen, has become possible through state laws in Ohio and Massachusetts; the actual placement of children in employment has begun under close connection with the school authorities in Cincinnati, Chicago, and Boston, and the movement in favor of direct training for citizenship is rapidly spreading. Not one of the so-called "modern fads" has been dropped; indeed,

round the roots of the kindergarten has grown up a small, energetic sprout of the Montessori method.

The public school-teacher has become the center of great expectations in the community. She is expected to be the creator and guardian of health, morals, intelligence, and efficiency in the rising generation. But experience shows that no one can succeed alone in such an all-embracing task. The greatest general fails without an army; the most brilliant surgeon cannot run a hospital without cooks, nurses, ward-tenders, assistant physicians. Public school-teachers, facing both technical and human problems, need the experience and the aid of the intelligent public and of the expert. They need the dentist as they meet the question of decaying teeth; they need the wise mother as they try to adjust school lessons to adolescence; they need the experienced business man as they undertake to guide graduating pupils into some fitting work. And by a miracle of interplay, here at the needed moment are a number of doctors, lawyers, industrial chiefs ready to take hold and help. The interplay is not accidental, it is a miracle of response, — the magic of love meeting love. Suddenly, as the school has seen its need of the community, the community has seen its need of serving the school.

IX

THE SPHERE OF VOLUNTEER HELP

ANY such account of demand in the school and supply to the school, as has been brought together here, gets meaning only as we ask and answer the searching Tolstoyan question, "What must we do, then?"

It is my belief that all heads of public schools should adopt a definite policy of understanding, sifting, encouraging, and finally training volunteer help to the schools. Every town has its woman's club, its churches, its library, its guilds; probably its board of trade; surely, its public-spirited doctor, farmer, or tradesman, and many a mother with a sheaf of garnered experience to offer.

Every school principal, in these days of extra classroom activities, needs volunteer helpers, or, better still, expert helpers whose salaries are given by a lay association. The principal needs a home and school visitor to see the parents, who cannot easily get to school. He can gain by having a playground leader and some one who sings well to help in his choral classes. He will be greatly

helped by advice from an architect about the new schoolhouse or by a business man about bids for coal. He will hardly be able to afford to open the school buildings for evening recreation unless he has help from mothers willing to chaperon the girls and from volunteer athletic or dramatic leaders. He cannot give the time necessary to find out about different factories and stores in the neighborhood. He needs a trained worker to help him in advising his boys and girls about their future work.

Part of the help he needs will be expert service, the salary for which may well be contributed by a woman's club or by the chamber of commerce. Much of it will be help from trained amateurs, for the trained amateur has come to stay in the field of school work. The amateur, rightly counseled, is of permanent help. He, or more commonly she, has leisure, has a fresh point of view, is untrammeled by tradition, has loose-tied purse-strings, has often irritating energy of persistence, has many fingers to put in the school pie. The amateur is a thorn in the flesh to the sleepy superintendent whose cry is the drone of "lass mich schlafen." The amateur is a mule team on a sandy road to the progressive superintendent. She drags his store of ideas to their destined scene

of action. In moments of despair she is a magic wand. From dark caves, unknown to him, she brings forth pots of gold, and his eyes sparkle as he knows that he can now fulfill his cherished dream.

The power to use amateur help well is a sign of the wisdom and skill of a modern superintendent as it is of a charity expert who is training volunteers. The teacher must take a definite attitude toward the volunteer help pouring into the schools. Genially he must both take down and uplift the soaring volunteer. He must show the enthusiast for a single reform how small a part it necessarily is of the whole school system and how much good it can do if wisely and proportionately worked out. Volunteers cannot be treated, as they often have been, like a swarm of gnats, noisy, irritating, quickly to be brushed away. The superintendent must choose and develop the best forms of coöperation between the lay man or woman and the schools.

What, then, is the rightful sphere of private helpfulness?

1. *To initiate and support new experiments* in education is one of the best ways in which outsiders can help the schools. Kindergartens, vacation schools, social centers illustrate this well.

Mrs. Quincy Shaw maintained kindergartens in Boston until their value for the public schools was proved and a supply of good teachers trained. Vacation schools were held by settlements, civic leagues, and similar associations until the city saw their value. As yet the placement bureau is not recognized as a necessary part of the school. It is well, therefore, that in Chicago the expense is borne by private societies while the work is directly under the supervision of the school committee.

2. Private citizens, or groups who are masters within a special field, ought to give *expert service* to the schools. In the Normal School at Fitchburg, Massachusetts, the training of students to appreciate good music has been one of the aims of the principal. This interest in music has drawn the city and the school together. The Kneisel Quartette has come to play at the school, support from the townspeople carrying part of the expense. In many cases associations for nursing have contributed the first school nurse, giving freely her expert service. This has been the case in Harrisburg, Pennsylvania; in Denver, Colorado; in Reading, Pennsylvania; and in Middletown, Connecticut.

The expert business man interested in schools

can in these days be of value in suggesting and directing lines of industrial training. He knows, as the school man cannot, the kind of work that a business man wants from his boys and girls, the occupations that are open and those already overcrowded. For years high schools have gone on training an over-supply of stenographers and clerks. The closer link between school and shop is bringing out the value of fitting round pegs into round holes, instead of forcing square pegs into no holes at all. In Kearney, New Jersey, the superintendent writes: —

> Last year the leading manufacturing concerns were asked to criticize the product of our schools and to make suggestions how to remedy any faults or defects in our teaching. These letters brought startling replies. The manufacturers were unanimous in their opinion that the school work in the "three Rs" was not thorough and adequate. Through this valuable criticism, placed before our principals as a cabinet, we formulated entirely new plans, which have resulted in most gratifying improvements.[1]

3. Even more important than the help given by experts in a special field is the close affiliation of the schools with a strong sensible organization like the educational department of a board of

[1] Elsa Denison, *Helping School Children*, p. 304.

trade or a woman's club. This alliance, developed and guided by a wise teacher, may double his power. In our large cities such associations are growing stronger and becoming more definite in purpose. They are welcomed by far-seeing superintendents and teachers. Parent and teacher associations taking root, now feebly, now vigorously, are recognized as allies to the public schools.

In New York the Public Education Association has worked actively for recreation centers, for teachers' resting-rooms, for sufficient kindergartens, for vocational training and guidance, for playgrounds, for development of interest in pictures and natural history, for visiting teachers, for school lunches. Back of all its work has been the purpose to study and to understand the school system.

In Cincinnati the women's clubs and other private associations work intimately with the public schools and with the State University and Training School for teachers. "It is not so much in any one direction that we help the schools," writes one of the leaders of the women's clubs, "but by using and creating a watchful spirit of willingness to coöperate, when the time comes, on the part of the various organizations of the city." This readiness of the active clubs of the city to respond to

a need and to be called together like a volunteer militia, — could anything be dearer to the heart's desire of a school superintendent?

Penny luncheons for school children were inaugurated in Cincinnati by some of the women's organizations, and in many instances are still managed by these organizations. The vacation school work is also an outgrowth of women's work, and each year certain phases of it are still carried on by them. There is a civic commission of women who have just taken hold of the dance-hall question. The commission will probably take an active interest in neighborhood dances and support Dr. Condon's plans for social center work in the schools.

In Cincinnati also the Child Labor Committee, the Schmidlapp Bureau, and the School Board are working together to study and to place the boys and girls who leave school at fourteen, when, in the wise modern way, a helping hand is offered to each child as he crosses the difficult narrow bridge between school and work. Each of the boys and girls who are tested for working capacity are registered, and on changing work come back for a new certificate and, what is better, for friendly counsel. Cincinnati is one of the fortunate cities that has a special fund of $250,000 for

helping women and girls in education and work. The fund was given by Mr. J. G. Schmidlapp as a living memorial of his daughter. There will be more such funds available for schools as the schools cultivate the desire of the public to help them.

The Philadelphia Public Education Association, like that of New York, has made it a part of its working creed to study the government and management of the public schools, and through such study achieve power to scale the legislative wall and batter the ramparts of entrenched finance when need comes.

This affiliation between school boards and well-organized private associations, which like those of New York and of Philadelphia make it a part of their aim to unite all citizens in the service of the schools, is of great importance. The account of these two associations must suffice to picture the hopes or the fulfillment of many others. All associations of this type are pointing with prophetic fingers to a time when certain of the most wise and steadfast groups of private citizens shall have a *quasi-official* relation to public school boards. The day is coming, yea and now is, when we shall harvest and garner the help of expert cit-

izens and of loyal societies for educational progress. This help will in part take the form of visiting and advisory committees of citizens. In New York City there are already, by law, local school boards for each district which have the power of visiting, inspecting, and reporting the needs of public schools. In Massachusetts, as the outcome of a state law, every state-aided vocational school must have an advisory committee approved by its board of trustees and confirmed by the Massachusetts Board of Education. Here, for example, is the advisory committee to the Trade School for Girls. Women of distinction are glad to serve on it. There an Agricultural School for boys calls the best farmers and professors to its aid. In Boston the public High School of Commerce has been steadily and effectively helped by an advisory board of business men. One of these, an eminent lawyer keenly interested in education, has given many hours of service to this school. "I believe we have really accomplished something there," he says modestly. Those who know him know that his help is a hundredfold more than he says. This committee of business men, having studied the activities of the High School of Commerce, are able to make definite recommendations to improve the work of the

school. An advisory committee of a very different type is that on School Hygiene appointed by the Boston School Board. A group of doctors, called together by the director of physical training, discuss athletics, school-feeding, including the ethics of accepting patent foods free, open-air rooms, their temperature, and the necessary clothing for the children.

The significant point in all this dramatic history is not that here and there important results have been accomplished by private funds for the public schools. The shining fact is that a gold mine of the will to help is in our midst. There is alloy in the gold; it will not always be easy to sift it out; but of pure gold in the soul of volunteer helpers of the schools, I can testify.

X

THE GUIDANCE OF VOLUNTEER HELPERS

If, then, significant and valuable help is already given by volunteers to the public schools, if already overtures that began shyly and aloof have become a friendly alliance, what ought to be the attitude of teachers and of volunteer helpers toward the future of this movement?

In the first place, readiness on the part of the school to listen sympathetically to what the public wants, and then to guide, restrain, reject, or encourage the plan proposed. And this must go along with equal readiness on the part of the would-be helper to understand school conditions; to be humble, though enthusiastic; to take simple jobs, and when necessary, to be turned down without offense. It means, in short, that school man and volunteer shall learn to get on.

It is not always easy to get on with enthusiastic volunteers. The zealous, lynx-eyed, one-ideaed benevolent individual is frankly a nuisance to the school superintendent or teacher. Such people cling like a burr; we cannot away with them. It is a temptation to pull them off one's sleeves at

once. "He haunts me!" I once heard a genial principal say, referring to a glossy-tongued, leisurely reformer of schools. "He must have a special grudge against me." Oh, no, not at all! He was simply blind to the claims of all other school work, save that of his beloved panacea. He was infallibly sure that his reform was the one thing needful. It was strange to him that the teacher did not at once leave all and follow his lead. Like all fanatics, he lacked even a rudimentary tail of humor. Yet even the persistent boring reformer may be a blessing in disguise — very decidedly in disguise. It develops strength of character and skill to learn to rid one's self quite graciously of bores, and even more so to distinguish between the bore who has nothing to say and the bore who has something important to say, but says it very badly. And, fortunately, most school helpers have something to say and with assistance learn to say it well, or become convinced that what the head of the school has to say is what they really meant. In any event, the teacher must learn to get on with all sorts and conditions of visitors, for of such is our democracy. I do not, of course, mean that the superintendent should accept all that is offered to him. There is and ought to be a resistant quality in the head of a school.

"Give every man thine ear, but few thy voice;
Take each man's censure, but reserve thy judgment."

The school superintendent is sure to meet worthy individuals who propose worthless or inappropriate experiments. Yet even with some of these enthusiasts, Mr. John Jay Chapman's brilliant rule for successful argument may well be effective: "First get your opponent's point. Then move the point; he follows." The untrained critic, who wants entirely to make over the schools, often turns out to be a loose-growing but luxuriant vine, ready to respond to training up the schoolhouse wall.

School Needs and School Reports

Second, the school head can help the general public to respond to his special needs by making them clear and picturesque through the newspapers and in his annual report. Reports are pathetic beings, often misunderstood. Because they are dry, they serve but to light the hearth-fire instead of the soul of the house-father.

An author once wrote to me, "Please read my essay carefully. It's something that I care about very much, — not just another book." But despite his appeal, I could not get through the shell

of his book. The kernel was too heavily covered. It is possible, however, to write really succulent reports, and good models are at hand.[1] The most searching questions one can answer in writing a school report are two: What is it that makes this work, and especially this last year's work, vitally interesting to me? What is it that I, as a parent, would most want to know about the needs, the hopes, the achievement of the public schools? Following these two questions comes the third that links them to the written word. In what form (through photographs, detailed instances, charts, symbols) can I reach my enthusiasm for the schools across the gap to the mind of a busy parent or school helper?

One paragraph is sure to be noticed by the reader. It tells what his or her association has done for the schools and includes a word of appreciation thereof. Such paragraphs will light to his eyes even a very long-worded report. In any report intended to develop the right kind of volunteer and expert help, courteous acknowledgment of past favors and suggestions for possible

[1] See *School Efficiency and School Reports*, by David Snedden and William H. Allen, and the stimulating chapter on "Publicity and School Needs," in *Helping School Children*, by Elsa Denison.

favors to come must be prominent.[1] Then see that your report gets safely to the reader. In Boston the admirable report of 1912 was addressed directly to parents, and was in many cases carried to them with a letter written by one of their older school children. Reports should, of course, be sent to all organizations that have helped the schools in any way. All of us have a secret hunger to know that we are wanted, to have our work recognized, to be told specifically what is needed.

Reports should also suggest ways of helpfulness. "What can I do to help?" asks the volunteer. The needs of a school system are endlessly varied. The college graduate can make a special study of retarded children, the merchant can back up a bill for continuation schools, the athlete can train the high school baseball team, the mother can offer chaperonage at reunions, the trained singer can teach choral classes, the farmer can lend a bit of land for a school garden, the doctor can give advice about the best form of medical inspection, the woman's club can supply the salary of a school nurse.

[1] See the excellent list of suggestions in *Outside Coöperation with the Public Schools of Greater New York*, p. 26, Bureau of Municipal Research, New York.

Best Types of Volunteer Help

Clearly, the volunteer coming with desire to help the school must learn to make crisp and plain to the school authorities what he wants to do. Time is more precious than money and the patient principal cannot wisely put up with burglars of hours and pickpockets of minutes. Not to steal time by apologizing, not to steal time by vagueness, and not to steal time by repetition, to know what one wants to say and how to say it in orderly fashion, — this is the first duty of a volunteer and one of his first lessons in how to help. There are many instances of weak and strong efforts to help the schools. We all know the provoking type of volunteer, nagging, insistent, armed with a plea that verges in a threat, "We will do this for a few years, but you must take the experiment over." We know the intermittent, unreliable activity that starts a fire only to let it die out. We know the prejudiced volunteer who pushes a special interest and expects that the teacher will make all school work center round it.

The best types of volunteer help to schools are usually those welcomed, guided, pruned, if need be, by sympathetic school authorities. This

would seem a groaning burden added to the tired shoulders of the schoolmaster were it not for the fact that before very long the volunteer begins to carry part of the school load. Here, to give an example, is an amateur keenly interested in boys and girls at the difficult period of fourteen to eighteen years. Her children are grown up and do not need daily care, but her love for children blossoms perennially. She offers through her association both salaried and volunteer workers to carry on a small experimental social center, if the school board will give light, heat, and the use of the hall. The principal of the school at first finds it an added responsibility to watch her work. She makes mistakes. One night the center is too noisy; here and there an unsuccessful volunteer fails to hold the class. But the principal himself has made mistakes. He has learned to judge by whole results, not by fragments. He talks the matter over with his friendly helper who is eager to follow his wishes. He finds that she has been traveling at her own expense to study in other cities the best plan for recreation centers. She has got a firmer hold on the right way of running such clubs than she had at the start. She suggests and carries through plans of self-government among the young men and girls. She puts

responsibility where it belongs by giving them offices and making them concern themselves with the care of the building and the orderliness of the meetings. As the clubs, with their varied programs of music, drama, basket-ball, and civic debate, succeed, she suggests having one room where a vocational adviser can meet any of the boys and girls who want to talk over their work with her. The adviser studies the character and ability of the applicant, finds out his difficulties and desires, urges him to keep a place or suggests one that he can try. This union of recreation with a chance to talk about to-morrow's work proves most successful. It is established as a regular part of the social center.

An account of the work of this particular center is written up by a local paper. It excites great interest. The plan is studied and copied in other places. The volunteer who started it is asked to speak North and South. The school principal finds his centers are thought of as a model. And meanwhile the amateur, who long has ridden her pet hobby of school centers, has become an expert rider. She is professional in her standards of work, her insight into conditions, her judgment of the right kind of teachers, her ability to present her cause. With her resources of time, money,

and experience she becomes within her field a right-hand man to the superintendent.

The Training of School Helpers

As the public schools recognize and accept the help of outside associations, there will come a need and demand for the training of outside helpers to the schools along these newer lines of social service. In New York, Chicago, Philadelphia, St. Louis, and Boston, there are established schools for the training of social workers. Already we train volunteers as workers in hospital social service, as playground leaders, as friendly visitors to the needy. But work to further the public schools in their aims of health, vocational training, recreation, and citizenship is surely in the largest sense *social work*. We need qualified volunteer helpers, but perhaps most of all the training of young men and women to appreciate and *understand* the aims of public education, so that as citizens, parents, and school helpers, they will do their part wisely in electing school boards, in working for the budget, in supporting the best ends of education.

We must strengthen and uphold the educational departments of our colleges and draw them closely into touch with the public schools. Enterprising college professors are already giving credit

in their classes for work done to help the schools. At Harvard, Radcliffe, Wellesley, and Boston University the professors of the departments of education and economics welcomed and supported an investigation by members of their classes into the opportunities for vocational training in and near Boston. A number of the students became so interested in schools through this study that they have since given their services as volunteers. One of the graduate students afterward devoted himself, at the request of the school authorities, to making a list of all private associations helping the Boston schools.

The colleges are equipped to give students such well-guided study and research. But training for special branches of work, such as home and school visiting, vocational guidance, leadership in playgrounds and recreation centers, will best be given through the lectures and field work of some school for social workers. Much of this training will lead to paid professional work, but in every large group there will also be amateurs who want to learn to be of value to the public schools. In New York, Boston, Philadelphia, groups of several hundred girls of leisure have united in a league whose object is civic and social helpfulness. Out of their abundance they want to give each her share of

helpfulness. With definite training a number of these volunteers would prove of real value to our schools. Young women often come back from college to a life of comparative leisure at home. For several years they may have time and trained ability to give freely to the service of the public schools. I have in mind one young woman who graduated from college, — *summa cum laude*, — with highest honors in English. She had time and means. Fortunately she had not only means but ends. Since leaving college she has given a large slice of her life to helping a public trade school for girls. The work seemed to her so life-giving that within a few years she organized a kind of employment bureau for volunteer college graduates, like herself, wherein they could learn of varied opportunities for service and offer themselves for full or part-time work. The next step is to train such service.

Our American nation was once in the period of youthful self-assurance regarding any task; when, like the man asked whether he could play the violin, it was wont to answer, "I don't know; I've never tried." That time has passed. In all public service we need trained helpers. Volunteers who would help the public schools must themselves be experts in their own line, be it the teach-

ing of swimming, advice about work, or the organization of a parents' association. When training to help in the extra-classroom activities of the schools is recognized as a new opportunity, the force of public support of the schools will be more than trebled.

Democracy and Help to the Schools

Like the branches of a great oak, the school is penetrating far from its main trunk. But the branches spread only in order that each individual twig and acorn shall have the light and air it needs. We are learning that the school cannot live alone. It must unite itself with the whole life of the children it serves, — their health, their play, their work, their home, their future ties of friendship and family. One, among the wisest of our educators, has written, — "It is socially expedient and necessary that all educational purposes which other agencies will not voluntarily assume shall be realized in and by the public school in some form." [1] *All* educational purposes! Such a valiant statement might well terrify those who dread the encroachment of the school into

[1] David Snedden, *Educational Readjustment*, p. 11. Houghton Mifflin Company.

the former sphere of the home, were it not for a counter-current.

The homes are flooding in to help the schools, offering hands and minds and purses. No movement in a democracy can be wholly good if it drives the home into less and less importance, less and less responsibility. What is happening all about us is that school and home have realized their common interests and are shaking hands over them. Parents are more and more interested in schools in proportion as the schools take up health, work and play. The general and particular public (merchants, doctors, women's clubs, child-welfare workers, judges in juvenile courts), who are also fathers and mothers, actually or in spirit, are more and more interested in schools as they touch physical, civic, and ethical themes. To increase, to interlink, to make clear and effective these common ties is the ideal. School and home must work together and the work must be mutual. This book presents evidence that fathers, mothers, sisters, cousins, and aunts are eager to help the school. We all know that thousands of teachers are working to help children and seeking for the coöperation of parents. It is not as yet the same parent who is helping the school and whom the school is longing to help, but the two sides are

running to meet one another as folks at the ends of a Virginia reel skip down the aisle to join right hands.

There is still another tie in this interaction of home and school. The school is just beginning to invite the home to weave a few strong threads on the loom of education. In two directions this beginning is already significant. In some public agricultural schools the boys are given school credit for, and spend the greater part of their school time in, work on their own fathers' farms. One large agricultural school in western Massachusetts was offered the gift of a fine herd of cows. The director refused them. He wanted the boys to bring the cows and horses on their family farms up to a high standard. He needed the help of the home because the home was free from artificial conditions. The homes are beginning to open hospitable doors to the domestic science classes. The department of household arts of the Massachusetts vocational schools has been helped, as a part of its regular course, by cooking-lessons and entertainments carried on by the class in the home of one of their members.

Thus we see three currents borne onward by the tide of the social movement of our schools. Many a volunteer helper is coming with suggestions,

with funds, with workers to endow the new school movement toward health, recreation, employment, citizenship, and preparation for family life. The school officials are coming to see that they need in these newer issues the help of trained amateurs. On the crest of these two waves, whitens the foam of a third. The homes are beginning to welcome the teaching of such special subjects as dairy-work, cooking, poultry-raising, vegetable gardening, in their own surroundings. All three movements are part of what it is easy to call and difficult to define as the socializing of the schools. At bottom the socializing of schools must mean the effort to see the life of the children as a whole, rather than to treat them as reservoirs to hold a given amount of arithmetic, grammar, and history.

When a teacher is freed for a few moments from the effort to reach the end of a lesson or tie securely on the childish back a number of important facts, then she may suddenly see the small person himself, — energetic or fragile in health, bubbling over with play, ignorant of standards in manners and morals, soon to be thrust quite unprepared and hopeful out into the world of hard-handed work, of unexpected temptation, of exposure to disease, of civic and family responsi-

bility. Seeing this, the teacher cannot but long to give her children the best help in sight, and she turns wherever help is to be found. The playground leader, the story-teller, the picture-lover, the musician, the enthusiast for good citizenship, the student of the needs of girls will all be her allies. As the ideals of education grow year by year, the public school-teacher has come to be an Atlas trying to uphold the entire world of children's need. Her shoulders are naturally weary. Who will share a little of the weight of her load? And the answer comes from many a group of citizens, "Let us carry a part."

This movement is democratic; it comes from the people. It adds to the technical side of education a new chord, health, training for trade, recreation, preparation for manhood. School men are surely thinking of these things, but they are troubled about many things besides. The uplifted hands of the people are ready to sustain the great structure of social life in the schools. The schoolmaster has a new task, — he must train not only the pupils, but the volunteer helpers; guide not only the teachers, but the zealous public. And verily he will have his reward, for the people of America are forever the feeding spring of support to the public schools. If their fountain of

faith grows dry, the schoolmaster might as well shut up shop. But the well-spring of the people's hope will leap up into bounteous showers just as long as it has a chance to express itself through service.

OUTLINE

I. SOURCES OF OUTSIDE HELP TO THE PUBLIC SCHOOLS

The perpetual appeal of the public schools . . . 1
Early forms of volunteer help 2
The domain of the school enlarged by help from citizens 3
From whom does help come? 6
Organized efforts 8
Classification of types of service 11

II. VOLUNTEER SERVICE IN RELATION TO HEALTH

Medical inspection 15
Care of delicate children 16
School visitors and housing conditions 17
The feebleminded 19
The value of trained social workers 20

III. RECREATION UNDER GUIDANCE

School gardening 23
Social centers 28
Athletics 32
Vacation schools 33
Playgrounds 40

IV. THE ENJOYMENT OF ART

Opportunities offered by museums of fine arts . . 43
Opportunities offered by museums of science . . . 49
Music 50

OUTLINE

V. TRAINING FOR WORK

Vocational guidance 52
Study of vocational schools 54
Study of relation of child labor to education . . . 56
Employment supervision 58
Placement and oversight 61
Classes in salesmanship 70

VI. TRAINING FOR CITIZENSHIP

Moral training 75
City history clubs and school cities 77
Traveling exhibit of city conditions 78
Appointment by merit 80
Good will expressed in service 83

VII. TRAINING FOR FAMILY TIES

Sex education 86
Supervised dances 92
East Boston opportunity clubs 93
The help of librarians 96
Indirect training for social responsibility 98
The development of moral thoughtfulness 102

VIII. NEW DEMANDS ON THE SCHOOLS

Adoption of what once was private work 105
New and taxing functions 106
Schools as centers of great expectations 106
A survey of new fields 107

IX. THE SPHERE OF VOLUNTEER HELP

The encouragement of volunteer help 111
Value of volunteers in initiating experiments . . . 113

OUTLINE

In giving expert counsel and aid 114
As a sustaining force in the community 115
As a quasi-official advisory board 118

X. THE GUIDANCE OF VOLUNTEER HELPERS

Treatment of bores 121
Appeal for volunteers through school reports . . . 123
Best types of volunteer help 126
The training of school helpers 129
Through colleges 130
Through schools for social workers 130
New relations of homes to schools 133
New relations of schools to homes 134
The lifting power of public interest in schools . . 135

RIVERSIDE EDUCATIONAL MONOGRAPHS

GENERAL EDUCATIONAL THEORY

DEWEY'S MORAL PRINCIPLES IN EDUCATION ..... .35
ELIOT'S EDUCATION FOR EFFICIENCY ..... .35
ELIOT'S TENDENCY TO THE CONCRETE AND PRACTICAL IN MODERN EDUCATION ..... .35
EMERSON'S EDUCATION ..... .35
FISKE'S THE MEANING OF INFANCY ..... .35
HYDE'S THE TEACHER'S PHILOSOPHY ..... .35
PALMER'S THE IDEAL TEACHER ..... .35
J'ROSSE'S THE TEACHER AND OLD AGE ..... .60
TERMAN'S THE TEACHER'S HEALTH ..... .60
THORNDIKE'S INDIVIDUALITY ..... .35

ADMINISTRATION AND SUPERVISION OF SCHOOLS

BETTS'S NEW IDEALS IN RURAL SCHOOLS ..... .60
BLOOMFIELD'S VOCATIONAL GUIDANCE OF YOUTH ..... .60
CABOT'S VOLUNTEER HELP TO THE SCHOOLS ..... .60
CUBBERLEY'S CHANGING CONCEPTIONS OF EDUCATION ..... .35
CUBBERLEY'S THE IMPROVEMENT OF RURAL SCHOOLS ..... .35
PERRY'S STATUS OF THE TEACHER ..... .35
SNEDDEN'S THE PROBLEM OF VOCATIONAL EDUCATION ..... .35
TROWBRIDGE'S THE HOME SCHOOL ..... .60
WEEKS'S THE PEOPLE'S SCHOOL ..... .60

METHODS OF TEACHING

BAILEY'S ART EDUCATION ..... .60
BETTS'S THE RECITATION ..... .60
CAMPAGNAC'S THE TEACHING OF COMPOSITION ..... .35
COOLEY'S LANGUAGE TEACHING IN THE GRADES ..... .35
DEWEY'S INTEREST AND EFFORT IN EDUCATION ..... .60
EARHART'S TEACHING CHILDREN TO STUDY ..... .60
EVANS'S TEACHING OF HIGH SCHOOL MATHEMATICS ..... .35
HALIBURTON AND SMITH'S TEACHING POETRY IN THE GRADES ..... .60
HARTWELL'S THE TEACHING OF HISTORY ..... .35
PALMER'S ETHICAL AND MORAL INSTRUCTION IN THE SCHOOLS .. .35
PALMER'S SELF-CULTIVATION IN ENGLISH ..... .35
SUZZALLO'S THE TEACHING OF PRIMARY ARITHMETIC ..... .60
SUZZALLO'S THE TEACHING OF SPELLING ..... .60

Houghton Mifflin Company

Boston New York Chicago

A CONVENIENT PLAN FOR SECURING THE MONOGRAPHS

Every progressive superintendent and every wide-awake teacher will wish to read and study the volumes in this Series, as they appear. To avoid the necessity of teachers' sending an order for each number of the Series, as issued, the publishers will place the names of those who desire it on a Subscription List, and the volumes, as they appear, will be sent automatically to each of these persons. In this way, one of the best and most convenient professional libraries may be built up. Those desiring to place their names on this Subscription List will please indicate it below, in the blank provided for this purpose.

This page may be detached and returned to the publishers at the address given.

ORDER BLANK

Date.....

MESSRS. HOUGHTON MIFFLIN CO.,

Inclosed find $..... for which please send me the quantities indicated of the volumes marked in the list of RIVERSIDE EDUCATIONAL MONOGRAPHS on the preceding page.

(*Volumes will be charged to customers having regular accounts.*)

Name.....

Street.....

City.....

State.....

FOR THE SUBSCRIPTION LIST

I desire to have my name placed on the regular Subscription List to receive all future volumes in the Series, as they appear, until further notice.

Signature.....

RIVERSIDE TEXTBOOKS IN EDUCATION

Edited by ELLWOOD P. CUBBERLEY, Head of the Department of Education, Leland Stanford, Jr., University.

The editor and the publishers have most carefully planned this series to meet the needs of students of education in colleges and universities, in normal schools, and in teachers' training courses in high schools. The books will also be equally well adapted to teachers' reading circles and to the wide-awake, professionally ambitious superintendent and teacher. Each book presented in the series will embody the results of the latest research, and will be at the same time both scientifically accurate, and simple, clear, and interesting in style.

The Riverside Textbooks in Education will eventually contain books on the following subjects: —

1. History of Education. — 2. Public Education in America. — 3. Theory of Education. — 4. Principles of Teaching. — 5. School and Class Management. — 6. School Hygiene. — 7. School Administration. — 8. Secondary Education. — 9. Educational Psychology. — 10. Educational Sociology. — 11. The Curriculum. — 12. Special Methods.

Now Ready

***RURAL LIFE AND EDUCATION.**

By ELLWOOD P. CUBBERLEY. $1.50 *net*. Postpaid. Illustrated.

***THE HYGIENE OF THE SCHOOL CHILD.**

By LEWIS M. TERMAN, Associate Professor of Education, Leland Stanford Junior University. $1.65 *net*. Postpaid. Illustrated.

***THE EVOLUTION OF THE EDUCATIONAL IDEAL.**

By MABEL IRENE EMERSON, First Assistant in Charge, George Bancroft School, Boston. $1.00 *net*. Postpaid.

In Preparation

***HEALTH WORK IN THE SCHOOLS.**

By ERNEST B. HOAG and LEWIS M. TERMAN. Illustrated.

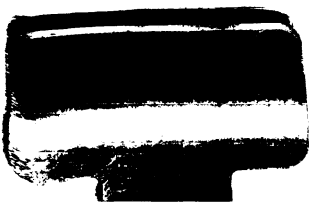
HOUGHTON MIFFLIN COMPANY

BOSTON NEW YORK CHICAGO

1119

YB 34998

LB1029
V6C3
Educ-Dept

544280

UNIVERSITY OF CALIFORNIA LIBRARY